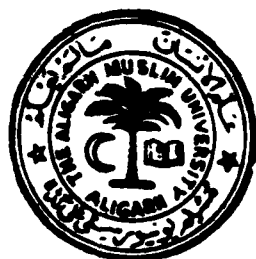
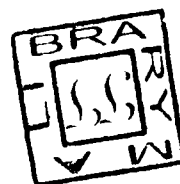


**A CRITICAL STUDY OF SECOND/FOREIGN  
LANGUAGE TEACHING METHODS FOR HINDI**  
*(With Special Reference to Grammar-Translation  
and Audio-Lingual Methods)*



**DISSERTATION**  
SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF THE DEGREE OF  
**Master of Philosophy**  
IN  
**LINGUISTICS**

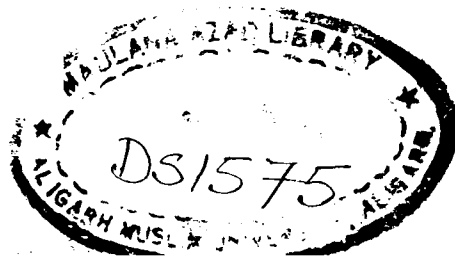
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## CHAPTER ONE : INTRODUCTION

## CHAPTER - ONE : INTRODUCTION

### I.1. Linguistics and Language Teaching

The relevance of Linguistics to the discipline of language teaching has already been well established. The primary and most obvious task of linguistics in language teaching is in providing effective language teaching material and strategies. Secondly, adequate descriptions of languages to be taught are actually the prerequisites in language teaching practices and the conventional methods, generally lack such descriptions of language.

Language teaching is a complex process. It may be said to operate on a number of interlocking and mutually defining parameters of pedagogical, psychological sociological and linguistic nature. In the following diagram, it is shown that linguistics is only one of the components of language teaching, and yet, paradoxically enough, it can give the teachers a lot of confidence in handling and presenting the facts of the language. Linguistics can help language teachers in reducing these open-ended choices to a finite set of interrelated choice types.

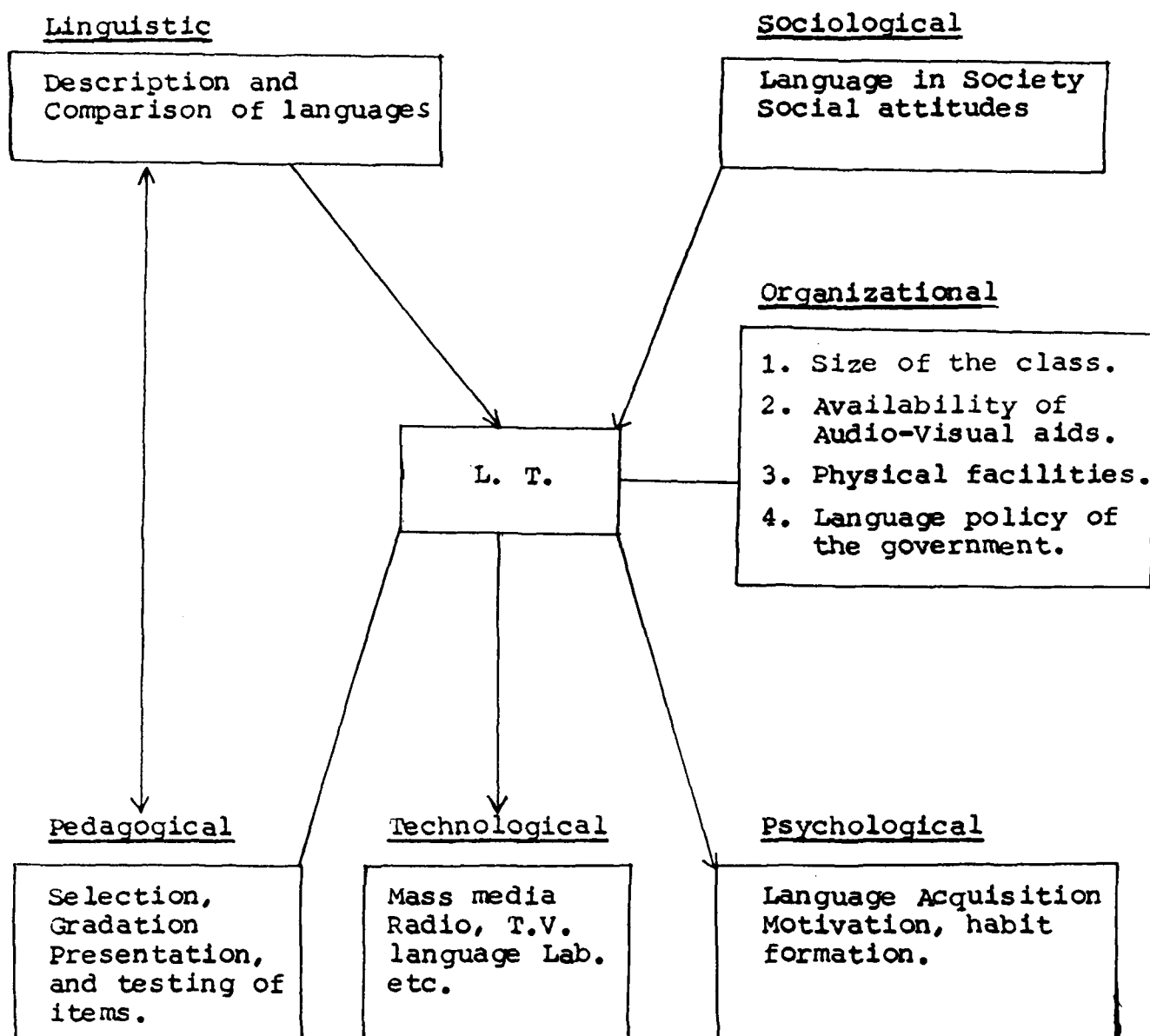


Figure - 1

Relationship between language Teaching and Other Fields.

Language teaching is a multidimensional and interdisciplinary activity. The main dimensions<sup>1</sup> are: Organizational (concerned with physical and administrative facilities such as the size of the class, status of the language, educational and linguistic policy of the government, provision of facilities for research development, coordination and information about language teaching); Technological facilities for the use of mass media (such as video, television, language laboratory etc., the inherent advantages and limitations of radio, television, film etc., in language teaching.); Psychological Motivation aptitude, language behavior, problems of interference, language learning built in language learning mechanism, etc.); Sociological (concerned with attitudes of language); Pedagogical (concerned with the principles of selecting grading, presenting and testing items), and linguistic (concerned with the scientific description of the language to be taught and contrastive analysis of the patterns of the languages in contact). This may be represented diagrammatically in the following figure 2:

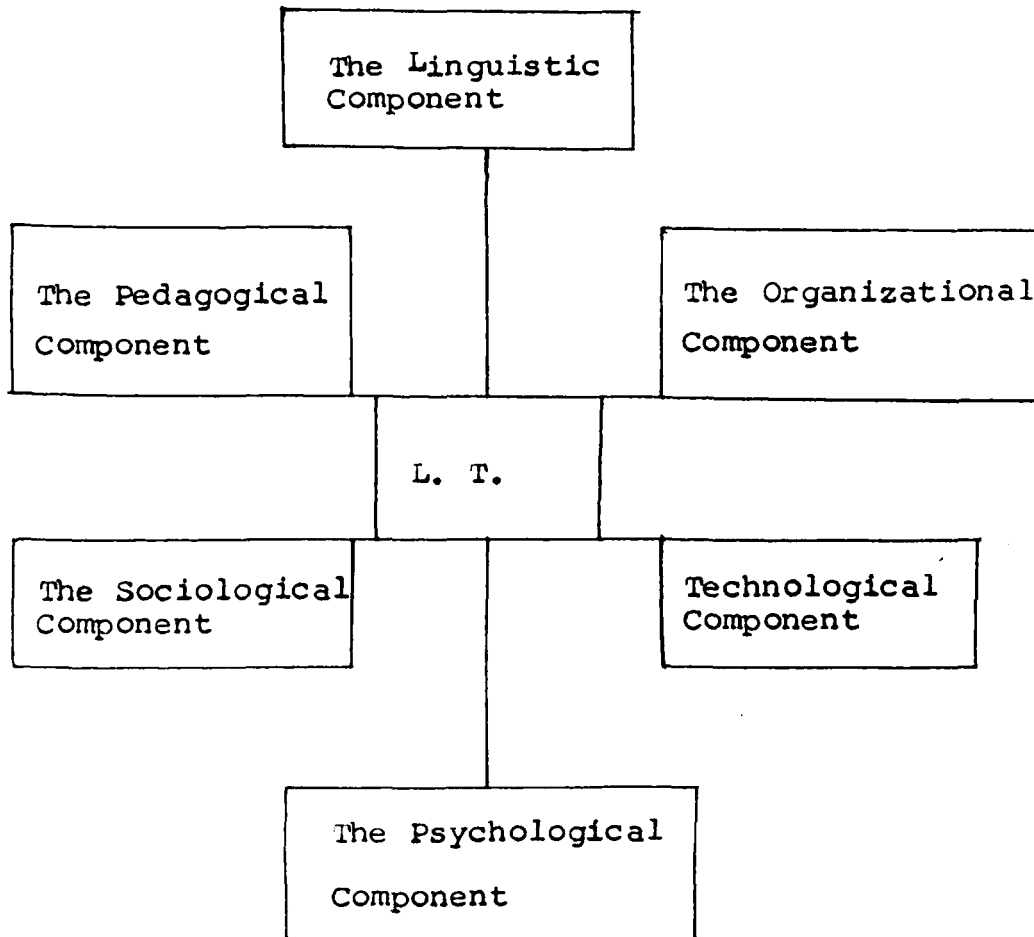


Figure - 2

Relationship between Language Teaching and Other Fields

## 1.2: Scope of the Present Study

The topic of present investigation is "A Critical Study of Second/Foreign language teaching methods for Hindi (with special reference to Grammar-translation and Audio-lingual methods)". It "proposes to study and examine the various methods of teaching Hindi as a second or foreign language, which are currently practised, in certain Institutions and Schools in Uttar Pradesh and Delhi especially Northern India. The present study will focus on HLT methods being practiced in various Schools and Institutions where Hindi is taught either as a second language or as a foreign language. Some Schools are modern Schools, where medium of instruction is English; some Schools have average standard and few are local schools, where HLT is done through the medium of local language. These Schools are for both age groups of students: children and adults. Here, the research work also considers the various HLT Institutions catering to many purposes, such as teaching Hindi to adults for administrative purpose, teaching Hindi for HLT teacher-training course in different schools or Institutions. It aims to evaluate and assess the effectiveness of these methods in the light of linguistic research and also the research done by psycholinguistics and in the field of educational linguistics.

The linguistic researches, which play important role in this field are such as Sweets' Practical study of languages (1899), Palmer's Oral Methods to language teaching, and other work also support the main stress on the spoken form of



language. The structural approach of Bloomfield, Sapir and Fries are also very important to the teaching of language structure. But some linguists such as Palmer, West, Halliday and others have also contributed in the field of language teaching. Psycholinguistic-cum-language teaching researches, eg. Lado's Linguistics Across Culture Applied Linguistics by Language Teachers (1957), Valdman's Trends in Language Teaching (1966), Chomsky's Syntactic Structure (1957), Scherer and Wetheimer's Psycholinguistics Experiment At the University of Colorado (1961) etc., are very important to language teaching methods. Recent studies in Educational psychology have also contributed in the field of language teaching specially in second or foreign language teaching. One of the important researches in this area is of Carroll's The Contribution of psychological theory and Educational Research to the Teaching of Foreign languages. The present research is also in the light of the psychological theory of Carroll. There are many important works on language teaching, having overlapping features of linguistic psychological, educational and sociological aspects, eg. Pit Corder's The Significance of Learner's Error (1967), " Error Analysis and Inter-language " (1981), Selinker's Inter-language (1972), Krashen's The Monitor Model for Second language Acquisition (1978) and Second language Acquisition and Second Language Learning (1981) and Sharma's Diagnostic Attainments in Hindi as a Second Language (Psycholinguistic Experiments). We propose to examine if any or some of the above researches have had some influence on the teaching Hindi as a Second or Foreign language in India.

### 1.3: Second versus Foreign Language

The distinction between 'second' and 'foreign language' has a certain justification. The distinction became popular after World War II in international organizations, such as UNESCO in order to meet nationalistic susceptibilities in discussions on language problems.

Here, it is useful to discuss the notions of mother tongue, first language, second language and foreign language. These terms are employed by various authors in slightly different ways.

The mother tongue is the language naturally acquired by the child from the early family atmosphere and environment the child is first exposed to. The first language can be the mother tongue of the child but it need not always be so. The term 'first language' is usually associated with the native language of a speech-community, region or a state, where it is used for wider communication and may be used in education, mass media and administration.

The commonest distinction is made between 'mother-tongue' or 'native language' on the one hand, and 'second language' or 'foreign language' on the other. At a more technical level we also find for the first two the terms 'primary language' and ' $L_1$ ' and for the second 'secondary language' and ' $L_2$ '. We can tabulate the two sets of terms as follows<sup>3</sup>:

<u>'L<sub>1</sub>'</u>	<u>'L<sub>2</sub>'</u>
First Language	Second Language
Native Language	Non-Native Language
Mother Tongue	Foreign Language
Primary Language	Secondary Language

Consequently it would be best to reserve the term 'native language' for the language of early childhood acquisitions and 'primary language' for the dominant language in use, when this distinction has to be made, with the terms 'first language' or 'L<sub>1</sub>' to cover both uses allowing the context to make clear the distinctions.

The concept of 'L<sub>2</sub>' ('non-native language, second language, foreign language') implies the prior availability to the individual of an 'L<sub>1</sub>', the use of 'L<sub>2</sub>' set of terms has a dual functions: it indicates something about the acquisition of the language and something about the nature of the command.

The term 'second language' has two meanings. First, it refers to the chronology of language learning. A 'second language' is that language, which is acquired (or to be acquired) later than the native language. This definition deliberately leaves open how much later second language is acquired. At one extreme the second language learning process takes place at an early age when the native language command is still rudimentary. At the other, it may take place in adult life when the 'L<sub>1</sub>' acquisition process is virtually completed or slowed down, or it may

take place at any stage between these two extremes . Secondly, the term, 'second language' is used to refer to the level of language command in comparison with a primary or dominant language. In this second sense 'second language' indicates a lower level of actual or believed proficiency. Hence, second means also 'weaker' or 'secondary'. At in many cases the two uses of the term coincide, that is to say, proficiency in a language acquired later than the 'L<sub>1</sub>' is frequently lower than that in the 'L<sub>1</sub>', the term 'second language' or 'L<sub>2</sub>' is used to cover both meaning. If the lower proficiency level is to be referred to specifically, the term 'weaker' or 'secondary' can be used for clarification.

In the past, the term 'foreign language' was most widely used in contrast to 'native language'. In recent decades the other term 'second language' has been increasingly applied for all types of non-native language learning. Mostly the two used synonymously, but in certain cases a conceptual distinction, is expressed in the use of 'second' or 'foreign'. Thus, the THSL 'Teaching Hindi as second Language' is distinguished from THFL 'Teaching Hindi as a Foreign Language'.

In contrasting 'second' and 'foreign' language there is a necessary distinction. It is to be made between a non-native language learnt and used within one country to which the term 'second language' has been applied and a non-native language learnt, and used with reference to a speech community outside national or

territorial boundaries to which the term foreign language is commonly given. A 'second language' usually has official status or a recognized function within a country or part of the country while foreign language has different status.

Hindi is taught in many schools and institutions in India as second and foreign language, apart from the fact that it is taught as mother tongue in most of the schools in India. Those Indian students who don't have Hindi as their mother tongue, eg. those coming from south India, learn Hindi as a second language in these Institutions. The national Academy of Administration, Mussoorie and Central Hindi Institute Agra, teach Hindi as second language. Similarly there are many students, who come from foreign countries to learn Hindi as a foreign language at Central Institute of Hindi, Delhi Centre. Some of these Institutions are 'Landour Language School, Mussoorie and in International School, Mussoorie. I have included in my survey two types of schools and Institutions, where Hindi is being taught as a foreign or second language.

#### 1.4: Role of Mother Tongue in the Teaching of a Second/ Foreign Language:

The mother tongue has important role in teaching of a second/foreign language. Mother tongue is primarily used in concept formation and creative thinking which are important aspect of language teaching. D. P. Pattanayak stresses the role as such: "Mother tongue is the language

with which one is emotionally identified. It is the language through which one expresses one's basic needs, ideas, thoughts, joys, sorrows and all other things. This is the language which if one gives up and adopts another language, one may become intellectually alive but grow emotionally sterile."

1.5: Hypothesis:

The hypothesis of this work is that in most of the schools or Institutions Hindi is still being taught by traditional methods supported by teacher intuitions. Some of them do possess the modern facilities, like language laboratory as well as visual aids such as closed circuit T.V, Computers etc. Some teachers are trained in linguistics also. It is also anticipated that the curriculum and the text books are developed at least in some institutes with an eye on research in linguistics as well as related fields. This may be confined only to a few financially very rich and modern schools. The vast majority of the schools either have had no opportunity to exploit the modern linguistics' contribution to language teaching or have no desire or motivation to adopt the modern methods of language teaching. In that case a suggestion would not be out of place that not only there should be:

1. Teacher's training should include modern linguistic contribution to language teaching.
2. Upgrading and recasting of syllabi and textbook in the light of modern language teaching

and testing as being done in Central Institute of Hindi, Agra.

3. A national policy in language teaching specially as a second or foreign language which may ensure a uniform standard of language teaching throughout a defined area in India.

#### 1.6: Methodology and Models:

##### 1.6.1: Introduction:

I have adopted the usual survey and questionnaire method in order to know the exact situation regarding language teaching prevailing in these area. The questionnaire was prepared to elicit information from language teachers in respect of their methods of teaching, their classroom strategies and the curricula and text books. In most of the cases, I personally contacted the teachers in order to get the questionnaire filled and also to observe the classroom teaching directly. (A sample of the questionnaire is appended at the end of this work.)

I have followed some of the models, that have been undertaken in foreign countries. These works are mostly incorporated in the concerned books.

##### 1.6.2: The Types of Target Group:

It is very important to know about the target group, whether the target of second/foreign language teaching is adult or children. The second point is that what type of target language, they want to learn. Either

target language be a foreign tongue or other tongue. The target language can be broadly outlined on the basis of similarities between the language. The following diagram<sup>4</sup> presents the different types of target language.

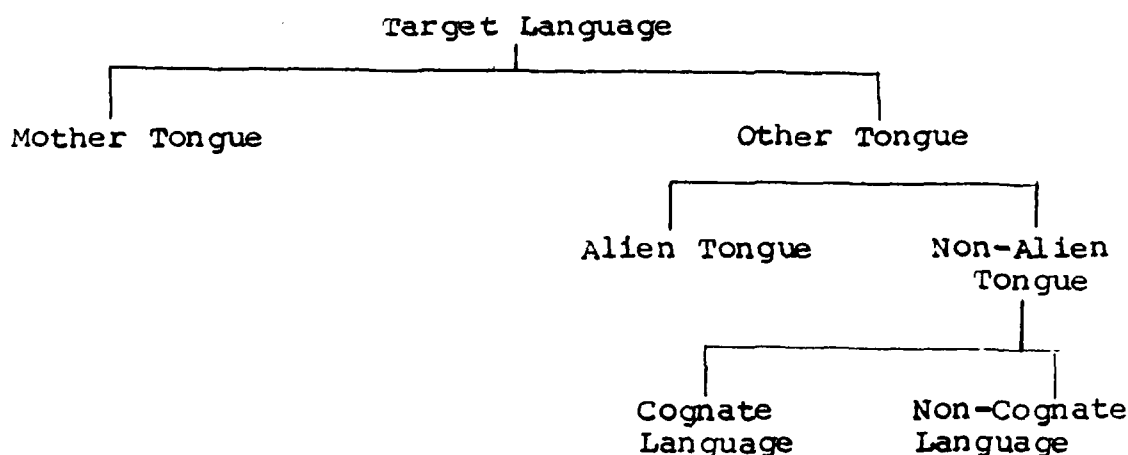


Fig. 3: Classification Target Language

#### 1.6.3: The Type of Environment:

From the point of view of learning and teaching languages, we have the following two environments.

The first is a 'second' language environment where the foreign language is used as a medium of instruction in schools or as a lingua-franca between speakers of widely diverse languages. The second point is that a 'foreign' (language) environment where the foreign language is taught as a school subject or on an adult level solely for the purpose of giving the learner a foreign language competence so that he may read literature or technical works and use the language for communication. It assumes that the learner to read and write his own



these skills in the new language.

Technically these two environments may be different but from the pedagogical point of view they do not make any significant difference.

A 'second' language which is being used within the country, is usually learnt with much more environmental support than a foreign language whose speech community lives thousands of miles away. A foreign language usually requires more formal instructions and other measures compensating for the lack of environmental support. By contrast, a second language, is often learnt informally ('picked up') because of its wide spread use within the environment.

These distinction can be tabulated as follow<sup>5</sup>:

	Presence of specified linguistic and cultural reference group	Absence of a specified linguistic or cultural reference group
Use of L <sub>2</sub> within the country	Second Language Learning	International Language-learning
Use of L <sub>2</sub> outside the	Foreign Language Learning	International Language-Learning

Fig. 4: The Four Language Situations  
The language taught in its natural environment

to the native speakers of the language is indeed a first language teaching and learning situation. When the same language is taught to the non-native learners of the language, it is characterized as second language teaching and learning situation. In the second language teaching

situation, the language learning does not actually remain confined to the classroom only, there is a continuous reinforcement from the environment outside the classroom. The second language learners learn the language faster when taught in its natural environment.

#### 1.6.4: Objectives of Teaching:

Objectives of teaching Hindi, in the schools:

1. Student acquires communication skills (in speech and writing).
2. The student develops the ability to read Hindi with ease and comprehension.

The student

- (i) grasps the meanings of words, phrases and sentences from the context.
- (ii) follows the sequence of ideas, facts, etc.
- (iii) locates significant details.
- (iv) acquires a reasonable speed in reading silently with comprehension.
- (v) interprets ideas, events, actions, etc., and identities relationships between ideas, events, facts.
- (vi) acquires the ability to use a suitable dictionary.
- (vii) draws inferences based on his experience and ability.
- (viii) comprehends materials falling outside the prescribed text.

3. The ability to understand Hindi spoken at normal conversational speed. The student

- (i) understands the meaning of words, phrases and sentences in connected speech introduced at the secondary stage.
- (ii) understands questions, comments, descriptions and follows directions given orally.
- (iii) follows the sequence of ideas expressed or events narrated, grasps the substance and central idea of what is spoken.

4. The ability to write Hindi correctly.

The student

- (i) acquires correct writing habits, writes legibly and neatly using correct punctuation marks.
- (ii) spells words correctly.
- (iii) uses appropriate vocabulary and structural items as specified in the syllabus.
- (iv) expresses himself clearly and presents ideas and experiences coherently.
- (v) organizes ideas into paragraphs.
- (vi) displays imagination in writing semicontrolled compositions like stories, events, processes (eg. making tea, playing cricket etc.)

5. The ability to speak Hindi intelligibly.

The student

- (i) speaks Hindi intelligibly using correct standard form of Hindi, i.e. speech sounds, word stress, sentence stress and intonation patterns.

(ii) uses appropriate vocabulary and structures to convey meaning while making statements, making questions, giving instructions etc.

(iii) puts ideas in a proper sequence.

(iv) evokes required responses in his listeners.

6. The ability to enjoy simple poems.

The student

(i) reads poems with proper rhythm and intonation.

(ii) grasps the theme of the poem.

(iii) memorizes lines that interest him.

7. Students learn correct use of the sentence at the following levels

(i) Clause

(ii) Reported speech

8. Student learns roughly about 1,000 new words, 600 for active use and 400 for recognition.

The 'second language' is also taught for some specific purposes. We would like to enumerate here some important purposes in the following

1. To communicate with people who speak the language (eg. tourist/travellers.)

2. To express well whenever needed.

3. To understand and study the culture of the people.

4. To serve as Government Servant/Interpreter.

5. To serve the people in the capacity of an administrator with a specific job to do.

Foreign language is often undertaken with a variety

of different purposes in mind, for example:

1. To travel abroad.
2. To communicate with native speaker.
3. To read a foreign literature.
4. Reading of a foreign, scientific and technical books/works.

1.6.5: Forms and Modes of Teaching HSL/HFL (Hindi as Second Language/Hindi as Foreign Language).

If we examine closely the forms and modes of teaching<sup>6</sup> HSL/HFL in India and abroad, we can discern certain features that mark the course, content, method and agencies involved in this activity.

(1) Regular versus Part-time:

Regular courses have fulltime students, either exclusively studying Hindi (as foreign students) in Central Institute of Hindi (CIH) and Landour Language School, Mussoorie (LLSM), or studying Hindi as one of the subjects (as in some Hindi classes of voluntary Hindi Organizations) or in service in the part-time courses (as Ministry of Home Affairs (MHA) Hindi classes for Governmental Officials).

(2) Professional versus Sub-departmental;

Professional bodies have exclusive professional obligation towards the teaching and development of HSL, like CIH, Central Hindi Directorate (CHD). Other have

only secondary or sub-departmental obligation towards the teaching of HSL, MHA, eg. National Academy of Administration of Official Language Department.

(3) Intensive versus Full Term:

As against full term courses, Intensive Courses of HSL are condensed and purpose-oriented, like the three month Intensive Hindi Course conducted by CIH or Department of Official Language for Central Governmental Officials.

(4) Language versus Language Teacher's Training Courses:

Language courses are addressed to actual language users, whereas language teachers training courses are addressed to teachers and educators who are required to teach language subsequently to real language consumers or users, like the Hindi Teachers' Training Courses of CIH.

(5) Formal versus Non-Formal Courses:

Non-Formal courses include distance education, media courses etc. like the Hindi Correspondence Courses of CHD and Hindi Teacher's Training Courses through correspondence cum-contact, conducted by CIH.

(6) Second versus Foreign Language Teaching:

Courses in Hindi as a second language are addressed to Indians whose mother tongue is not Hindi and is taught by Hindi organizations, CHD, CIH, and many schools in non-Hindi speaking areas. Ideally, speakers of each language, or at least each language group should have separate course material for Hindi, but such courses are yet to be developed.

Foreign languages courses of Hindi conducted for foreigners in India may differ in content and method from those conducted in foreign countries in an alien environment. Hindi is taught as a foreign language by CIH and some other Universities in India and abroad. Again, Indian immigrants abroad, as in Fiji, Mauritius, Surinam, Trinidad etc. would require a different type of course material for learning Hindi as a cultural language. Hindi classes in these countries are conducted by local voluntary organizations on part-time basis and, in some cases, by local schools, with a course material and methodology reminiscent of grammar translation era.

(7) General Language versus Language for Special Purpose (LSP):

As against the purely formal language course, teaching of registral variety of Hindi is also included in some teaching programmes, like officials, commercial etc. which cater to the functional needs of various professions and domains. Though CIH, CHD (CC) and Hindi

Teaching scheme in the department of official language/ Ministry of Home Affairs are administrating such courses, yet full-fledged need oriented LSP courses in Hindi are yet to be developed.

(8) Teaching versus Examination Oriented:

Almost all courses conducted by Hindi Organizations are examination oriented, as there is no binding on the students to attend their regular classes for being eligible to appear in their examinations. Other Institutions bodies which are teaching oriented would examine only such regular students as fulfil a minimum attendance condition.

(9) Conventional versus Technology Based:

Most of the teaching programmes of HSL are conventional, some are based on modern techniques of foreign language teaching, aided by audiolingual facilities. Some professional Institutes have developed, or are developing technology or computer based Hindi courses, like CIH and DBHPS (Dakshin Bharti Hindi Prachar Sabha).

1.6.6: Teaching Agencies:

Teaching of HSL/HFL is presently undertaken by various agencies which can be categorized as under:



1. Autonomous Bodies:

- (a) Central Institute of Hindi (Language course, Teacher's Training Course, LSP Course, Field research and development of material).
- (b) NCERT (partial obligation to HSL, School level material production).

2. Government Bodies:

- (a) Central Hindi Directorate (partial obligation to teaching correspondence courses in Hindi).
- (b) Hindi Teaching Scheme of Ministry of Home Affairs (formal and registral variety).
- (c) Training Organizations like LBS, National Academy of Administration, Mussoorie, (partial obligation) S.P. National Police Academy etc.

3. Universities:

- (a) Indian Universities (Delhi University, Banaras Hindu University etc.)
- (b) Foreign Universities (over 100 universities).

4. Voluntary Hindi Organizations:

(part time classes, conducting examination) as by DBHPS Madras, and its branches.

5. Schools:

(HSL in non-Hindi areas, regular or optional, depending on levels of primary, secondary, or state education policy, conventional teaching material and HFL in Landour Language School etc.)

6. Private Organizations:

(like classes in Max Muller Bhavan, New Delhi.)  
Indian Institute of American Studies, New Delhi  
and Banaras etc.

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CHAPTER - TWO: A SHORT HISTORY OF LANGUAGE TEACHING

CHAPTER - TWO (A): LANGUAGE TEACHING HISTORY IN EUROPE

## CHAPTER - TWO : A SHORT HISTORY OF LANGUAGE TEACHING.

### 2.(A): LANGUAGE TEACHING HISTORY IN EUROPE.

#### 2(A).1: The Classical Language Heritage:

Teaching of mother tongue and foreign language has a very long history especially in Greece, Rome and other European countries. The Greeks were indirectly interested in foreign language teaching and its problems. They were, however, concerned with their own language. Romans were the first who devised and introduced foreign language teaching methods as such. In Europe, Greek and Latin were taught as classical languages and attempts were made to improve the teaching of Latin by doing away with the grammar eg. Luther and his contemporary Melancthon did not adhere to the formal grammar.

Towards the end of seventeenth century much work was being done in France. Giles, Duwes and John Palsgrave<sup>1</sup> wrote popular pedagogical grammars of French.

Later, Michel de Montaigne<sup>2</sup>, who is famous as an essayist and was widely read scholar in Latin, highlighted the fact that methods of language teaching were too much burdened with grammar. He emphasised that practice is more fundamental. He was in favour of creating the foreign language atmosphere at home and in school. In one of his essays, entitled, Essay on the Education of Children (1580), he suggests that second language teaching should start as early as possible.

2(A).2: Grammar Translation Method (1580-1881)

Jan Amos Comenius (1592-1670), the famous Czech scholar, discouraged cramming of rules in language teaching and instead devised imitation, repetition and practice of language in reading and speaking. In his works 'Janua Linguarum Reserata' (the gate of language unlocked) and 'Didactica Manga', he recommends the use of limited vocabulary in sentences and to practice the same. Comenius, who had a modern outlook, attempted to give a complete curriculum for language teaching. Though he discouraged the teaching of grammatical rules, he still believed that rule assists and strengthen the knowledge derived from practice. This is quite in keeping with the modern theory of cognitive-code learning. Thus, he discovered a system of education which according to him" (to) seek and find a method of instruction by which teachers may teach less, but learners may learn more; by which schools may be the scene of less noise, aversion and useless labour, but more of leisure, enjoyment and solid progress; and through which the Christian community may have less darkness, perplexity and dissension, but on the other hand more light, orderliness, peace and rest."<sup>3</sup>

Comenius also wrote more elementary books i.e. Vestibulum<sup>4</sup> 'Linguarum Methodus Novissima' (Newest method of Languages (1648),/<sup>Orbis</sup> Sensualium Pictus' (1658) which have great importance. In fact the last work was the first work of its kind which recommended the teaching of language

through pictures. In this textbook the writer has illustrated that the teacher should begin by talking about the pictures or objects, and if possible, may bring the real objects into the classroom. The children should talk about their ideas and feelings, and think about the objects in the pictures.

Comenius supports the view that practice is the basic thing and grammatical rules are of secondary importance. Indeed Comenius wrote: "All languages are easier to learn by practice than from rules."<sup>5</sup> But, he also considers the role of grammatical rules to a limited extent. Comenius is one of the earliest scholars who made pioneering contributions to the methods of language teaching.

In 1783, Johann Valentin Meidinger<sup>6</sup> published his Pratische Französische Grammatik. He was proponent of the sentence based approach to language teaching popularly known as the grammar-translation method. He also proposed other courses for the teaching of French and German as a foreign language through the application of rules.

At the beginning of the nineteenth century, there was a great change in the field of language teaching. James Hamilton (1764-1829) revives the old technique of interlinear (word for word) translation of the text, which was also used in an approach commonly referred to as the Toussaint-Langenscheidt Method. This method also included a system of phonetic transcription for the teaching of pronunciation.

Hamilton, Jacotot and Toussaint Langenscheidt were much interested in inductive grammar through the study of texts in the second language. Seidenstücker wrote a textbook in 1811 which is based on simple sentences containing most of the grammatical features of the language. and Franz Johann Ahn/H. G. Ollendorff were the leading personalities in the mid nineteenth century and proposed the grammar-translation method for adult language teaching. Franz Johann Ahn and H. Ollendorff's approach was highly practical. They included rules in their courses. Franz Johann Ahn<sup>7</sup> (1796-1865) published his first textbook for Dutch, Neue holländische Sprachlehre (1829). This book was followed by a series of readers and conversation books for other languages. In 1834, he published a French course namely A New, Practical and Easy Method<sup>8</sup> (to teach French to German speakers). Ahn's method is more practical and simple, his grammar requires only a minimum knowledge of grammatical terminology, eg. singular, plural, masculine, feminine distinction etc. The limited vocabulary is useful and the practice sentences are short and easy to translate. His method is relatively free of grammatical jargon, though they follow the typical grammar-translation pattern of grammatical rules accompanied by practice sentences. Ahn's textbook follows a method that is full of intuitive feeling, simplicity and gradation of materials.

H. G. Ollendorff<sup>9</sup> (1803-1865) published his book which introduced a new method entitled A New Method of

Learning to read, Write and Speak a language in Six Months (1838), for the teaching of German to French and English speakers. Later on he brought out courses adapted to teach French (1843), Italian (1846), English (1848) and other language also. Ollendorff's courses have two original features of interest. The first is a curious and rather obscure theory of interaction on which he based all his exercises. This interaction theory consists exercises of questions and answers in the mother tongue to be translated into the foreign language. The second one is the more substantial in his system of linguistic grading. In the first, interaction theory, it is obvious that it is impossible to open the book without being struck by it. Ollendorff says, "My system of acquiring a living language is founded on the principle, that each question contains nearly the answer which one ought or which one wishes to make. The slight difference between the question and the answer is always explained before the question. So that the learner does not find it least difficult, either to answer it, or to make similar questions for himself. Again the question being the same as the answer, as soon as the teacher pronounces it, it strikes the pupils ear, and is therefore, easily, reproduced by his speaking organs."

Karl Julius (1819-1881) was one of the most eminent scholars in nineteenth century. He wrote a textbook Gymnasien. His method was grammar-translation or traditional method. He adapted Seidenstücker's French textbook for use in schools and thus grammar-translation



method of teaching modern language in schools. He produced a lengthy series of textbooks for the teaching in schools and as the doyen of the grammar-translation method, his work was prescribed for the French syllabus of the German 'Gymnasian' (grammar school) from about 1850 onwards.

Plöetz laid emphasis on the practice of verb paradigms. In Elementary Grammar (1848). Plöetz had divided his method into two parts: first is the rules of grammar and paradigms and second is sentences. These two parts are used for translation into and out of the second language. Plöetz technique was a matter of using the first language to acquire the second/foreign language.

The more advanced edition of his previous book was Schulgrammatik der französischen Sprache (1849). It is very systematic grammar. The objective of this book was "thorough control of the language without one sided attention to theory (i.e. grammatical theory) leading to fluent comprehension of French. (i.e. the foreign language) writings as well as to the independent use of the language in speech and writing". He also wrote the 'archetypal' grammar-translation course Elementarbuch der französische Sprache<sup>10</sup> in 1853, and was also well known for his vocabulary books.

In later 19th century a movement was started which was pioneered by Claude Victor André Marcel (1793-1876). Marcel gives priority to reading skills in foreign language teaching. His principal work was a massive two volume

study of the languages. In 1853 he published his major work, "Language as a means of Mental Culture and International Communication" (written in English). His analysis is based on language learning process and ordering. It has all the four skills (reading, writing, listening and speaking).

In late 1860, Gottlieb Heness had carried out a successful experiment in the 'natural method' teaching of German to a group of children staff members at Yale. Heness needed a native Frenchman to join him in setting up a language school to exploit the new approach, though Heness started the new system, it was Sauveur who made it well known through his work and his writing. In particular his Introduction to the Teaching of Living Language without Grammar or Dictionary published in 1874.

#### 2(A).3: Direct Method (1881 to World War I):

In 1878, Maximilian Delphinus Berlitz opened a school in Providence, Rhode Island, U.S.A. His first employee Nicholar Joly, introduced him to a monolingual method of teaching language. The direct method had been discovered. He systemetized the basic language teaching materials and organized on the lines of direct method. He developed an extensive series of textbooks from 1882 onwards. The earlier Berlitz English courses<sup>11</sup> were in two parts, each subdivided into two sections. The first section of first part began the objects in the classroom followed by the most common adjectives (eg. big, small etc.),

vocabulary items (parts of body etc.), lexical verbs appeared from lesson fifth. The second section of part first introduced simple texts which were continued in part second. The Berlitz method was simple, systematically ordered and replicable.

Berlitz travelled constantly founding language schools in many countries. He established his first school in U.S.A. in 1878. By 1900 there were about seventy schools in operation in the U.S.A., France, England and Germany.

Wilhelm Viëtor (1850-1918) was a German scholar in English studies. He started his career as a teacher of English in Realschulen, and then spent two years (1872-74) teaching German in English schools. During this period he felt that traditional method of language teaching were not only ineffective but over loaded. The pamphlet entitled 'Der Sprachunterricht muss Umkehren! Ein Beitrag zur Überbürdungsfrage (Language teaching must start afresh!...) a complete reorientation of second language. Instruction in order to deal with the academic overloading in high school. This pamphlet was written under the 'pseudonym Quousque tandem ?' is widely regarded as the real impetus towards the reform movement in Germany (1882). In the same year Viëtor analysed and violently criticized the grammar translation methods of the Plöetz' school. He proposed direct method. Viëtor used the spoken language as a starting point, he and his associates elaborated that words were to be used in sentences and not in isolation, sentences were not to be disconnected, they were to be used in contexts

along with other sentences. New essential matter was to be taught through gestures and pictures and through the use of words already known. Reading was to be introduced later and only through graded reading material leading to a knowledge of the foreign country and its culture. Any knowledge of grammar was to be acquired inductively through the study of texts. Viëtor's theory is based on scientific background and phonetics which also includes the scientific and coherent grammar in the language teaching curriculum. His academic works include 'Elemente der Phonetik' (1884), enlarged and revised in 1893, which with Sweet's Handbook was one of the founding classics of scientific phonetics. He always retained his concern for language teaching methodology and held a series of summer schools in Marburg, at the turn of the century. His lecture 'Die Methodik des neu-sprachlichen Unterrichts.' (Modern language teaching methodology.) (1902) was also very significant in this connection. It was essential that the pronunciation of learners should be correct before moving on to texts, and these texts should be printed in a scientifically accurate intonation.

Paul Passy (1859-1940) was educated at home and learned to speak French, English, German and Italian, in his early age. Later he attended the 'École des Hautes Études' in Paris, where he studied Sanskrit and Gothic. At the age of nineteen, he became an English teacher in military services. He devised a very useful phonetic

alphabet for classroom purpose. He was also a very committed member of the Reform Movement. A group was comprised of nine Frenchmen, in addition to himself and his brother Jean and a Belgain. This group was founded in 1886 an association, called Phonetic Teachers' Association, forerunner of the International Phonetic Association (1879). Rapidly the association was joined by Jespersen, Viëtor, Sweet etc. The first issue of their journal, 'The Phonetic Teacher' appeared in May and continued to appear under that title for three years when it was renamed 'Le Maître Phonétique' (1889). The six IPA articles were a brief declaration of principles of second language teaching, are as follows<sup>12</sup>:

1. Foreign language study should begin with the spoken language of everyday life, and not with the relatively archaic language literature.
2. The teacher's first aim should be to thoroughly familiarize his pupils with the sounds of the foreign language. Towards this end he should use a phonetic transcription which will be employed exclusively in the early stages of the course without reference to conventional spelling.
3. The teacher's second aim should be to introduce his pupils to the most common sentences and idiomatic phrases of the foreign language. With this end in view, his pupils should study consecutive texts dialogues, descriptions, and narratives-which should be as easy, natural, and as interesting as possible.
4. In the early stages grammar should be taught

inductively, complementing and generalizing language facts observed during reading. A more systematic study of grammar should be postponed to the advanced stages of the course.

5. As far as possible expressions in the foreign language should be related by the teacher directly to ideas and other expressions in the language, and not to the native language. The teacher should take every opportunity to replace translation by references to real objects or pictures or by explanations given in the foreign language.

6. At a later stage, when writing is introduced, such written work should be arranged in the following sequence: first, reproduction of thoroughly familiar reading texts; second reproduction of narratives orally presented by the teacher; and third free composition, written translation from and into the foreign language are considered to be appropriated only at the most advanced stage of the course.

Passy's best known work relates to the teaching of French, i.e. Le Français parle (1885), Les sons du Français (1887) and Elementarbuch des gesprochenen Französischen (1893). He was also interested in applying phonetics to the teaching of reading in the Primary School. (Premier livre de lecture). He also wrote a study of primary methods in American schools for the French Ministry of Education, called "L'Instruction primaire aux États Unis" (1885). His teaching material included works for French as a mother tongue and as a foreign language, as

well as for English and German. He is also supposed to be the first scholar to use the term direct method in a published work in a pamphlet called "De la méthode direct dans l'enseignement des langues vivantes" in 1899. But for him the label carried Reform connotations rather than the conversational aspect.

Henry Sweet (1845-1972) was also one of the founders of the International Phonetic Association. He was the president of Phonological Society in 1869 at Oxford. His academic period was very bright after 1885. He had published his two papers on philology before completing his University degree. His interest was developed in the field of applied language studies and he wrote three very famous and out-standing works in this field, i.e. A History of English Sounds (1874), An Anglo-Saxon Reader (1876), and A Hand-book of Phonetics (1877). Other academically major works include The Practical Study of Languages (1899), Dictionary of National Biography (1912-21), A New English Grammar (1892-98), The History of Languages (1900), The sounds of English (1908), A Primer of Spoken English (1890) etc.

Sweet's classical work in the field of applied language studies was The Practical Study of Languages (1899). His aim was to devise the practical techniques of the teaching and learning the foreign languages in Schools. Besides teaching he was also interested in developing a comprehensive general view of the whole field.

Sweet formulated his methodology in a graded curriculum consisting of five stages: First one he calls the mechanical stage, during which the learners concentrate on acquiring a good pronunciation and may become familiar with phonetic transcription. The learning period of pronunciation develops on necessity and purpose. For instance, in case of learners with low or average intelligence the first stage may indefinitely be prolonged. The second stage is the grammatical stage, in which the learner begins to work on the texts, gradually building up his knowledge of the grammar, and acquiring a basic vocabulary. The third one is the idiomatic stage, which deals exclusively with the learner's lexical development. The fourth and fifth are literary and archaic respectively. This stage may be required exclusively by those who specialize in literature and philology.

#### 2 (A).4: Language Teaching Methods During World War I:

Now, the second phase of language teaching History can be considered towards the end of World War I and the interwar years to 1940. During this period, oral method was started by Harold. E. Palmer, the recommendation of reading approach by West and in the Coleman report, or of the compromise method proposed by the Memorandum of the Incorporated Associations of Assistant Masters in Secondary Schools in Great Britain. And in 1942 Bloomfield proposed the structural method for language teaching.



Before World War II Harold Palmer (1877-1949) started to teach English as a foreign language at the Berlitz school in Verriers in Belgium, where he developed his new ideas for teaching material specially for the teaching of vocabulary. In 1907 he joined the IPA and established regular correspondence with Daniel Jones at University College, London. He gave series of lectures on language teaching methodology. His first three major books on language teaching are: The Scientific Study and Teaching of Language (1917), The Oral Method of Language Teaching (1921), and The Principles of Language Study (1922). In The Principles of Language Study, he outlined a model for the psychology of language learning which would support the development of practical classroom activities. Palmer is often considered as the father of British applied linguistics. Palmer began his work in Japan as Linguistic adviser to the ministry of Education and, in 1923, he was appointed as the Director of Institute for Research in English Teaching. At IRET, Palmer developed the classroom exercises for the oral method with his daughter Dorothée which was published as English Through Action (1925). Palmer's work in applied English Linguistics was as important in its way as his pedagogical interests. There were, in particular, three major studies in the field, which have proved of lasting significance: English Intonation, with Systematic Exercises (1942), A Grammar

of English Words (1938).

Besides Palmer, Michel West was one of the most influential British writer on ESL in 1888. He had come to India in 1912, after leaving at Christ Church College Oxford, and became the principal of the Teachers' Training College in Dacca as well as principal Inspector of Schools for Chittagong and Calcutta and Honorary Reader in Education of Dacca University. West published two books on Education: Education and Psychology (1914) and Language in Education (1929). West developed the first language teaching material i.e. the 'New Method Reader's' from an experimental project. West's report called Bilingualism (with special reference to Bengal) published by the Indian Bureau of Education in 1926 and also provided the data for West's D. Phil awarded by the University of Oxford in 1927 under the title 'The position of English in a National system of Education for Bengal. During thirties West's extraordinary interest in the production of teaching materials made him a well known and most prolific author in English as a foreign language. West's 'new method' scheme based on a strict control of vocabulary, was a formidable outcome.

West's scheme for a full scale reading development programme is of particular interest as it envisaged the training of three distinct types of reading strategies:

1. The first stage represents the work on Bengali was a vocabulary stage in which new words were introduced

carefully and deliberately upto a maximum of about 1,500 words, the figure he decided on, for the New Method Dictionary which defines the meanings of 24,000 entires within a vocabulary of 1,490 words.

2. The second stage is to concentrate on the developement of skills, holding the vocabulary level more or less constant.

3. At this stage the student would devote more time to reading and the use of skimming and scanning techniques.

The reading method of West was later on swamped in the general oral method that grew up after the war among the methodologies of the forties and fifties.

At the same time Bloomfield and Sapir also wrote and published their major works on language. Both of them were never directly involved in language teaching activities but Bloomfield's work, An Introduction to the Study of Languages (1914) provided a link between the British and American Schools of language teaching. In 1933, both Bloomfield and Sapir, individually wrote a classical work for linguistics i.e. Language. Bloomfield also wrote a sixteen pages pamphlet called 'An Outline Guide for the Practical Study of Foreign Language', published in 1942, this paper became a text for the Army Specialized Training Programme (ASTP).

During this time the approach to language teaching was changing in a radical way in U.S.A. The approaches are

(1) Linguistic scholars were given a leading role in

the solution of the language teaching problems that had to be faced, specially in the learning of less commonly taught languages.

(2) The Armed Forces' Foreign language training programme demonstrated that language training does not necessarily have to be done in the conventional school type language courses, so much taken for granted during the two previous periods.

(3) They claim to show that languages can be taught to much larger populations of ordinary learners, servicemen, and much more quickly than had previously been thought possible, and

(4) They demonstrated the possible advantages of intensive language training and of an oral emphasis.

2(A).5: Language Teaching During World War II and Post War Decades.

The American Army, with the help of the Universities set up its own schools under the Army specialized Training Programme popularly known as ASTP. It aimed to train fluent speakers of a considerable number of languages for its far flung operations. This method is also known as 'Army Method' and it was a very successful method. There are four main characteristics of 'Army Method'.

(1) Selection: The young men were selected on the basis of intelligence, aptitude and willingness to participate in the programme. Motivation could hardly have been effective.

(2) Time: The nine months of the training was in reality a dawn to dusk schedule of intensive study. If equated in terms of exposure hours the time was more than equivalent to two years of high school plus four years of college.

(3) Teaching Conditions: Instructions were carried on in small groups by native or near-native instructors. The entire programme was under the close surveillance of specially trained linguist who made adjustments in the programme as it went along. Moreover the language was used as the means of communication from breakfast to bedtime. A native informant was usually at hand to supply the correct expressions when it was needed.

(4) Well Defined Objectives: Rapid and perfect comprehension of the spoken language plus the ability to speak with a good accent were the chief objectives of the programme. Reading and writing were secondary in importance and the literary and cultural objectives were largely replaced by an emphasis upon contemporary customs and the way of life of the people whose language was being studied.

In this method both the senior instructors and the informants acted as classroom teachers. The former introduced the new material with any necessary explanation and then left the native speakers to drill the patterns by a simple method of imitation and repetition. This became known as the 'mim-mam method' (mimicry and memorization method) and is the obvious forerunner of the audiolingual approach and the early language laboratory techniques.

In the Military Language Schools there were few modifications i.e., instead of an informant there was only the teacher who had to be a native speaker of the language. Reading, writing and systematic grammar were used to summarize what had been learned. Importance was given to memory work and discs and film strips. These all depend upon the different types of courses.

Linguistics Across Culture (1957) by Robert Lado introduces and clarifies the basic ideas of language teaching. The real catalytic agent behind the Army Method was the American Council of learned Societies (ACLS). Even before the war ACLS had put a number of linguists to work and analysing certain neglected foreign languages and developing methods for teaching them with the greatest efficiency. The army Method have two aspects - first is the new linguistic analysis and second is the view of grammar as habit formation.

By 1960, texts tapes and other audio-lingual materials had been developed and were ready to market on large scale. The audio-lingual method appeared under various names. In the fifties it was most frequently referred to as the aural-oral method. The term 'audio-lingual' was proposed by Brooks<sup>14</sup> as a more pronounceable alternative. Brooks also, popularised another term i.e. 'New Key' a term derived from a work by Langer, Philosophy is a new key. Carroll calls it 'audio-lingual habit theory'.

Basically the origins of audio-lingual method are to be found in the Army Method. Main period of this method lasted from about 1959 to 1966. From the beginning of this period, but increasingly so since 1964.

In some private schools, some intensive courses were started i.e. two or three class hours a week and to increase the number of contact hours with the language by the use of tape recorder to be imitated in groups or individual recording booths of the increasingly popular language laboratory. The development of wired recorder and then the tape recorder made it possible to store spoken language material effectively and to reproduce the voices of native speakers inexpensively and with good fidelity. After that the Army Method has called for expensive native informants to work with small groups of students. Native voices could now be provided on tape at relatively low cost. First laboratory was developed in 1974 at Louisiana State University. By 1957, 240 Institutions of higher learning had some sort of language laboratory.

On the basis of National Defence Educational Act (NDEA) (1958-68) a summer Institute started and aimed at improving the language skills and adding to the knowledge in the area of linguistics, culture and methodology. It's method was probably the first language teaching method that openly claimed to be derived from linguistic and psychology. But audio-linguists did not

only assert have place language teaching on a scientific basis, they endeavoured to show that the principles derived from the scientific disciplines could be applied in concrete and usable form in language teaching materials and day to day practice.

During the same period i.e. 1960-70 audio-visual method was also developed in France at the 'Centre de Recherch et d'Etude pour la Diffusion du Français (CREDIF)<sup>15</sup> by a team directed by Guberina and Revenc. The CREDIF team prepared and published 'Voix et Images de France' (1961) a French Course intended for adult beginners and its revised version, which was entitled 'De viva voix'. Another equivalent course for young children was 'Bonjour Line' (1963). In 1969, Renard and Heinle in America and Gross and Mason (1965), in U.K. also adapted this method. The CREDIF method were made widely known through teachers courses in which originally rigid training in the principles of the audio-visual method and its application was given.

During those days an increasing intellectual awareness of language and an interest in the scientific study of language problems was developed. The study of language from the point of view of several other disciplines gained importance, including psychology, sociology and vigorous efforts were made to develop interdisciplinary approach eg. psycholinguistics began to establish itself as a subdiscipline during the fifties and sociolinguistics gained recognition in the sixties. In the field of



psycholinguistics-cum-language teaching, so many works had been done during the same period i.e. Linguistics Across Culture: Applied Linguistics by Language Teachers by Rober Lado<sup>16</sup> in 1957. Lado in 1957 mainly deals with the fundamental problems in language learning. Starting from the common sense observation that the learner will find some features of a new language difficult and others easy, he argued that the key to degrees of difficulty lies in the comparison between the native language and the foreign language. Since an individual tends to transfer the features of his native language to the foreign language, a comparative study will be useful in identifying the differences between two languages and this enablesthe teacher to concentrate on such difficulties for the second language learner. The principle of such language comparison was not new. It was implicit in much traditional language teaching practice. But Lado, following Fries, was the first to apply this principle systematically and to make it the central feature of dual description of two language parallelly contrastive analysis was not intended to offer a new method of teaching, but it was a form of language description across language which was particularly applicable to curriculum development, the preparation and evaluation.. of teaching materials, to the diagnosis of learning problems and to language testing. Lado's study was programmatic, it outlined procedures of how to make such comparisons in phonology, grammar vocabulary and in the socio-cultural aspects of languages.

The detailed work remained to be done soon after the Centre for Applied Linguistics had been founded in Washington in 1959, it sponsored a series of contrastive studies, which it was thought, would give American teachers the most vital linguistic information on a number of languages included studies on the phonology and grammar of German, Spanish, Italian, Russian and French. Thus in the early sixties contrastive linguistics had become one of the most important means of relating linguistics to language teaching. As we shall see, the continuation of the development of contrastive linguistics is closely related with the evaluation of the role of linguistics in language teaching. B. F. Skinner's Verbal Behaviour in 1957, Chomsky's Syntactic Structure (1957) Scherer and Wetheimer's Psycholinguistics Experiment at the University of Colorado in 1961. M. A. K. Halliday and others The Linguistics Sciences and Language Teaching (1964). Wiga Rivers' The Psychologist and Foreign Language Teacher (1964), and Teaching Foreign Language Skills (1968), William F. Mackey's Language Teaching Analysis (1965) etc.

The revolutionary development in linguistics and psycholinguistics through Chomsky's transformational generative linguistics had begun to affect language pedagogy by the mid-sixties.

2 (A).6: Language Teaching in Seventies and Early Eighties

The influence of transformational generative grammar on language teaching materials was limited, but in the broader sense, the impact of Chomsky's work on the thinking of language teachers was very considerable. Chomsky's reintroduction of a distinction between the surface forms of sentences and their underlying or deep structure implied a thorough going revision of the language, teachers' assumption about patterns which had held sway over the construction of teaching syllabi, text and exercises for a long time.

In the longer term the most far reaching effect of Chomsky's work on the whole spectrum of language teaching was derived indirectly from the competence performance distinction in Aspects of the Theory of Syntax<sup>17</sup>. (1965). In Chomsky's terms the competence is the actual knowledge of language structure. D. H. Hymes<sup>18</sup> chose to adapt Chomsky's notion of competence as his starting point and build from it a broader frame work for the description of language use. D.H. Hymes described communicative-competence as a competence "when to speak, when not, and as to what to talk about, with whom, when, where in what manner"<sup>19</sup>. He also believes that what was crucial was "not so much a better understanding of how language is structured, but a better understanding of how language is used."<sup>20</sup> He also described in his paper, 'On communicative competence' (1971) the four questions

as a framework:

1. Whether (and to what degree) something is formally possible.
2. Whether (and to what degree) something is feasible.
3. Whether (and to what degree) something is appropriate.
4. Whether (and to what degree) something is done.

From the mid seventies the key concept that has epitomized the practical, theoretical and research preoccupations in educational linguistics and language pedagogy is that of communication or communicative competence. The concept of communicative competence have merged in the idea of communicative language teaching as a central focus for new thought and fresh approaches in language pedagogy in early eighties.

Diller in his works Generative Grammar, Structural Linguistics, and Language Teaching (1971), some new Trends for Applied Linguistics and Foreign Language Teaching in the United States 'TESOL (1975) and 'The Language Teaching Controversy' (1978), has contrasted the Cognitive and audio-lingual methods. As a full fledged language teaching theory the cognitive method has not as yet been critically examined. In the early eighties its contribution has been overshadowed by the increasing shift of interest of communicative approach. This is not a new method, but the main effect of this cognitive method seem to have been that it has loosened

the tight hold that the audio-lingual method had exercised on material and practice and that it removed the stigma that had been placed on grammar-translation and direct method practices.

Educational psychology has also played a great role in the field of language teaching through the work of Skinner's Verbal Behaviour (1957) and Chomsky's review in 1959. The object of Chomsky's review was to show that the principal concepts of a behaviourist approach to language are totally inadequate to account for language behaviour, eg. the concept of shaping and reinforcement.

By the beginning of sixties, Chomsky's<sup>21</sup> work had not only initiated a revolution in linguistics but also in psychology and in psycholinguistics. In 1954, Osgood and Sebeok<sup>22</sup> did the survey work almost in Chomskyan direction. The main interest of these scholars shifted toward an exploration of the psychological implications of transformational generative grammar. Attempts were continued to discover psychological correlates of linguistics analysis gradually led to very insightful interpretation of language comprehension and production. These interpretations are based on semantic and speech act and discourse analysis were drawn in, and accounts of speech comprehension and production. Clark and Clark<sup>23</sup> in 1977, gave the concept of consciousness process and strategies implicit in the use of language. The implication for second language teaching of the finding of psycholinguistic of that kind Clark synthesized have not yet

been developed, but these findings open up exciting possibilities of more profound analysis of second language use which would prove to be very helpful to second language teaching.

In 1967, S. P. Corder<sup>24</sup> proposed that a better understanding of language learning would come from a more systematic investigation of learner's errors by discovering the build in syllabus of the language learner. He also claims that a study of learner's errors is part of the systematic study of the learner's language which is necessary in understanding of the process of second language acquisition. S. P. Corder's notable articles are 'The Significance of Learner's Errors' (1967), 'Linguistic theory and Applied Linguistics' (1973), 'Applied Linguistics and Language Teaching' (1975) etc. His main books are Introducing Applied Linguistics (1973) and Error Analysis and Inter-language (1981).

L. Selinker's article entitled 'Interlanguage'<sup>25</sup> appeared in 1972, it was published in IRAL. Rather than studying errors in isolation, he postulated the development of learner language as a system in its own right. The term interlanguage was coined by Selinker and described it as the language learner's language, which is a sort of hybrid between first language and the target language.

In early seventies, there was the team of Dulay and Burt (the American Investigators). They wrote many articles eg. "You can't learn without goofing; an analysis

of children's second language learning strategies" (1974); 'A new approach to discovering universals of child second language acquisition' (1975); 'Creative construction in second language learning' (1977). In their articles, they always challenged the concept of contrastive linguistics that the differences between the first language and the second language are the main cause of the difficulties in second language learning. Rejecting the interference theory they attempted to show that  $L_2$  learning like  $L_1$  acquisition is lawful and creative process. They claimed that the sequence of  $L_2$  learning are universal phenomenon and have the same regularities.

During the same period, a theory was developed by S. D. Krashen namely the 'monitor theory'. He also wrote an article 'The monitor model for second language acquisition' in 1978. Other works of Krashen are 'The development of cerebral dominance and language learning; more new evidences' 1975, 'Effective second language acquisition insights from research' (1978). He wrote a book Second Language Acquisition and Second Language Learning, in 1981. Krashen in his 'monitor model' distinguished between the conscious process of language learning and less conscious but equally or even more important processes of language acquisition.

In the history of language teaching, another fruitful line of inquiry was prompted by the researches of J. H. Schumann. Schumann's 'Affective factors and the

problem of age in second language acquisition' (1957), 'Social distance as a factor in second language acquisition' (1976) 'The acculturation model for second language acquisition' (1978) are very significant. Schumann drew attention to affective and sociocultural problems in L<sub>2</sub> learning. He tried to find out the explanations for the failure of many Spanish speakers, who live in USA, and have difficulties in learning English. He organized a number of different factors, such as personality aptitude, cognitive factors and so on, which entered into language learning. A key concept in his interpretation of L<sub>2</sub> learning is acculturation. By acculturation he means the social and psychological integration of the learner with the target language group.



2(B): A SHORT HISTORY OF HINDI LANGUAGE TEACHING

2(B).1: Pre-Independence Development of H.L.T.

The teaching and learning of Hindi/Hindustani as a second language in India goes back nearly to three centuries, when the first attempt to write a grammar of Hindi/Hindustani was made. It was, however, written by a foreign diplomat in his own mother-tongue, Dutch, and later translated into Latin. This refers to the oldest grammar of the Hindustani language written in 1698, by Prof. J. J. Ketelaar<sup>1</sup>. The only available versions of this grammar are its Latin translation by Mills and the Hindi translation by Vechoor<sup>2</sup>.

The first relatively detailed account and analysis of Ketelaar's grammar appeared in an article entitled "The oldest Grammar" (1933) by Prof. S. K. Chatterji<sup>3</sup>. He established the existence of Ketelaar's grammar beyond any doubt and removed several misconceptions about it. He also supported Grierson's dating of the grammar, and emphasized that the original manuscript was lost. In July 1981, Dr. Tej K. Bhatia<sup>4</sup>, during his visit to various archives in the Netherlands was able to get a copy of the original Ketelaar's grammar. According to him. "This restricted and crippling language learning environment handicapped the earliest foreign grammarians of Hindustani for more than a century. Consequently the learning of languages and the writing of grammars demanded not only intellectual exercise but also a keen sense of linguistic

adventure on the part of foreign learners".

Dr. Bhatia further explained "The grammar is even more than an invaluable document for the history and development of the Hindustani grammatical tradition. It reveals an era of linguistic adventurism and romanticism in the history of the linguistic sciences in general and Indian linguistics in particular".

In the eighteenth century the attempt at writing grammar was further extended in the grammars<sup>5</sup>: Benjamin Schultz's Hindustani Grammar (1745), George Hadley's Hindustani (1765), Ferguson's A Dictionary of Hindustani Language (1773), George Hadley's A Short Grammar of Moors Language (1779).

The credit for the systematic efforts in this field, however goes to John Borthwick Gilchrist, who first wrote three different books of grammar of Hindi: A Grammar of the Hindustani Language (1796), Oriental Linguist (1798) and English Hindi Dictionary.

Gilchrist was appointed as a Professor in Fort William College established in 1800. This college was meant to teach Hindi, Law and other subjects to the British Civil Services Officers. The teaching material in Khari Boli Hindi was developed by him with his own efforts and the help of Lalluji Lal and Sadal Misra.

Levendef was the first Russian Scholar to write a grammar of Hindi/Hindustani language as spoken in Calcutta. The book is entitled as A Grammar of the Pure

and Mixed East Indian Dialects (1763).

Besides this important grammar some of the other books of grammar by European scholars are: William Yates' Hindustani Grammar (1842), M. T. Adam's Grammar of Hindi Language (1827), Sandford Arnot's On the Origin and Structure of the Hindustani Tongue (1842), Duncan Forbes A Grammar of The Hindustani Language in the Oriental and Roman Character (1864), The Students Grammar of the Hindi Language (1872), John J. Platt's A Grammar of the Hindustani or Urdu Language (1874) and S. H. Kellogg's A Grammar of the Hindi Language (1875). During this period Indian writers had also written some books of grammar especially for the teaching of Hindi as a first language.

There took place another important development in the teaching of Hindi when some basic textbooks in the form of graded Readers were prepared by specialized authors. The first Reader for teaching Hindi in a systematic way was prepared by John Gilchrist in 1802. It is entitled as Hindi Manual. It was later on enlarged and published in different editions by Price (1828), Belentine (1838), Yates (1846) and East Wick (1858).

Finally, Fedrick Pincott wrote a Hindi Manual (1882) which consists of different parts classified as Grammar (1-71); Idiomatic sentences (72-243), Numerals (244-254), Exercises (255-91), conversations (292-336) and Vocabulary (337-87). It was so popular in the Civil Services that it went through three editions by 1890.

There also come out another introductory manual from London in 1907 to meet the growing demand of people learning Hindi. Besides England, the Teaching of Hindi also become popular in other European countries eg. Russia (1918), Germany (1921), Czechoslovakia (1925), France (1928), Sweden (1938) etc.

There is no detailed and accurate history of grammar-translation method (G-T method) for teaching Hindi. But the earliest traces of G-T Method are found in Benjamin Schultz's Hindustani Grammar (1745), Gilchrist's A Grammar of the Hindustani Language (1796) and Vechoor's Hindi ke Tin Prambhik Vyakran (1976). All the books of Hindi grammar prepared in eighteenth and upto late nineteenth centuries are based on G-T Method. The aims of writers of these books seem to be to impart proper understanding of Hindi grammar to a new learner and teach him write Hindi accurately by regular practice in translating from and into his native language.

## 2(B).2: Strong Motivation:

Besides these individual efforts made by foreign scholars and missionaries to promote the teaching of Hindi, attempts were also made for the formal study of Hindi as a second language in India. It can be said to have begun with the establishment by Mahatma Gandhi of Dakshin Bharat, Hindi Prachar Sabha, in Madras in 1918. Following the model of Dakshin Bharat Hindi Prachar Sabha, a chain of voluntary Hindi organisations sprang up far

and wide throughout the non-Hindi belt. In fact, the responsibility of teaching Hindi as a second language on a mass scale prior to independence was borne almost exclusively by voluntary organizations.

The attempt to teach Hindi as a foreign language specially in the universities outside was made during the second World War. It was started in America in April 1943 with the language courses of the Army specialized training Programme (ASTP). In this series there was published in 1945 Hoenigswald's Spoken Hindustani.

#### 2(B).3: Post Independence Development of Hindi.

##### 2(B).3.1: Governmental Efforts:

It was however, only after Independence, i.e. when Hindi was given the status of the official language of the Indian Union on 14th September 1949 in the Indian Constitution, that its teaching acquired a real vogue in the foreign countries. In 1958-59, the twenty-six member study team, appointed by North Atlantic Treaty Organization (NATO) countries, suggested that facilities be provided in European and American Universities for the study of thirty-three languages of Asia and Africa, out of which twelve were Indian languages including Hindi. Consequently programmes of Hindi studies started in various foreign universities and until recently well over hundred universities and Institutions were teaching Hindi as a foreign language. Thus started the serious attempts at

promoting Hindi studies abroad.

In 1955, the Ministry of Home Affairs entered the field of Hindi teaching and set up a Hindi Teaching Scheme to teach Hindi to central government employees not conversant with Hindi or its use in administration. The scheme was later extended to employees of public sector undertakings. The show was run mostly by fresh Hindi postgraduates, recruited as teachers and exposed for the first time to the intricacies of second language teaching. The scheme offered three linked courses: Prabodh, Praveen & Pragya, the last one focussing on Hindi officials. Initial response to these courses was very encouraging, but enrolments in later years began to fluctuate for various reasons. It was felt that the teaching material and methods used in the courses needed a review in the light of modern FLT. technique, and the task of evolving a new course material was assigned to by the review committee CIH. In 1978, the CIH produced a specially designed course material and methodology which are in use at present.

The Central Hindi Institute came into existence in 1961 with the primary function to impart teachers' training to the teachers of HSL and to develop teaching material and methodology in the field of HSL, based on field research, contrastive studies and modern teaching technology subsequently it also developed special course material in functional Hindi (officials and Banking Hindi

and provided short term intensive courses for government officers and bank officers . It also conducts Hindi courses for foreigners and Post M. A. diplomans in Applied Hindi Linguistics and translation for those engaged in teaching and language development activities. It conducts frequent short-term orientation courses for University and school teachers and educators on new development in FLT and HSL as well as in Applied Linguistics. The Institute also provides expertes and consultancy service to bodies associated with language teaching and applied linguistics.

It may be noted that similar institute have been established by the Central Government for other languages too, like CIIL, CIEFL and Rashtriya Sanskrit Sansthan.

In an article "Bharat tatha Videshon Men Hindi Sikhane Vale Videshiyon ke Liye Uplabdh Samagiri ki Samiksha" (1985). Prof. K. C. Bhatia<sup>6</sup> classifies the Hindi language teaching material available for the foreign countries under the following heads:

1. Countries where Native Indians are Residing: Mauritius, Fiji, Surinam, Trinidad, British, Guyana.
2. Asia Continent: China, Japan, Thailand, Korea, Malaysia, Nepal, Burma, Pakistan, Srilanka.
3. Europe: (a) Western Europe, Britain, West Germany, France, Belgium, Italy, Holland etc.  
(b) Socialist Europe: Russia, Czechoslovakia, East Germany, Yugoslavia, Romania etc.

4. America: (a) United States of <sup>America,</sup> Canada,  
(b) Central America - Mexico and Cuba.

2(B).3.2: Foreign Scholars Contribution to HLT:

2(B).3.2.1: G-T Method Based Course of HLT:

During this period, foreign scholars also made a significant contribution to the preparation of the Hindi language teaching material for foreign students. It is evident from Prof. Fairbank's Hindi Exercises and Reading (1955), Smakle's Hindustina (1956) for Czech teachers, Rocher's Manual of Modern Hindi (1958), Dr. Gumperz's Reading Hindi Part I (1960), J. Martin Harter's Hindi Basic Course (1960), The most significant of these publications is, however, A Basic Course in Hindi (1961) Prepared by Aguilar and R. P. Bruce with the help of Priti Jauhari and Brijendra Singh and checked by the great scholars of California, Michigan, Berkley University. All these books were written for the American, who were learning Hindi as a foreign language. These books are based on the contrastive structure of Hindi. They are only for classroom teaching with the help of native language teachers. They do not fall in the category of books designed as 'Teach Yourself' series.

A Basic Course in Hindi is divided into two parts. While part I, gives a full description of pronunciation with phonemes and a handbook of directions, Part II deals with the structure of language in twenty-four lessons



for grammar and four for supplementary material. At the end of this book there is an additional part which contains information about the writing system and contents of the book. A Basic Course in Hindi covers basic grammar of Hindi language, eg. gender verb relation and also some structural sentences. There are thirty-eight lessons in it for teaching pronunciation with the check list given at the end. This list is not available in any other book. Usually the structural lessons have five sub-lessons: Structural, Grammatical notes, Exercises/ and vocabulary exercises. The description and exercises of Nagri script are given in the fourteenth lessons of the sublesson exercises. At the end of the book is given the vocabulary which is in common usage about numerals, time-relation exercises, week and days and also year and months. Each of the eighteen lessons of the book starts with the basic reading material, followed by vocabulary and exercises.

In 1945, Hoenigswald<sup>7</sup> wrote a book Spoken Hindustani. It is 'Teach Yourself' type of book, which was basically written for teaching soldiers during World War II. Later on it was published for general use. One of the most significant features of Spoken Hindustani is that it provides us with phonographs of the recorded speech. The English translation of these phonographs are also available for the first time, basic sentences of Hindi have been studied and presented with small exercises, material for drilling the grammatical rules, which cover the basic

sentences of Hindi. However, in this book the author considers Hindi and Urdu as the same language. The book is in two volumes. The first volume contains twelve units, while the second volume consists of eighteen units. Each volume is divided into five parts. Every part has five sections and every section has several subsections. The main importance of this book is that it contains basic sentences for teaching Hindi. The first two parts deal with the ways of pronunciation and other three parts provide pronunciation exercises, word analysis and review over a sentences. While listening exercises of these sentences are in earlier subsections, the conversational exercises are given in the final subsections. Every unit also gives the lists of such words are used in it for the first time. This book also provides us with one thousand Hindustani English and English- Hinduatani forms.

#### 2 (B).3.2.2: Conversation Based Course of HLT:

A systematic effort to prepare a more comprehensive book of conversational Hindi was made by Gumperz and Rumery<sup>8</sup>, in America in 1962-63. They wrote the book Conversational Hindi-Urdu, with the help of Dr. Amar Bahadur Singh and C.M Naim. The same book was published in Nagri-script by Reply Moore and Jayaswal in 1967. Considering that language is a part of culture, Gumperz gave proper accounts of social situations and treated the living language in his book with the help of situational photographs. In 1960-62 the projector was used by teachers

to show these photographs to the students in South Asian Countries. This was the first time when coloured slides and recorded general social chit-chat were used for teaching conversational Hindi course. The slides deal with such informations as how people dress themselves, how their facial expressions change and other such modes of behaviour as are of social importance. Slides are thus used for reviewing, Question Answer exercises and learning-free conversation, etc. These exercises can also be used in language laboratory. All lessons are in graded order according to conversational use of the language and not according to grammar rules.

The Devanagari version of Conversational Hindi-Urdu is different from its original version in two major respects: firstly, there is great stress on the Devanagari script and secondly, the use of past tense is taught in the very early lessons. Moore says that there is a lot of correspondence between Devanagari script and pronunciation of the Hindi language. The situational method is thoroughly used in this book. The use of G-T method is marginal.

The book is divided into two volumes. There are 14 lessons in the first volume and 12 lessons in the second volume. Every lesson starts with conversation which is followed by translated phrases, cultural introduction, word analysis, question, answer, situational answer, the exercise of conversation etc. There are two types of exercises: 1. Pronunciation and 2. Grammar. The former covers drillings, i.e. pattern practice: hearing,

listening and repeating drills, and the latter covers substitution, structural pattern etc. This part also covers new vocabulary, all related vocabulary, eg. parts of body and colours etc. Hindi-Urdu stylistic variation, and modified forms of noun and adjectives etc. All lessons have the same order. They are taught with the additional use of coloured slides. The tape recorder is also used in California University.

The State Pedagogical Publishing House (Prague) published Hindustānī in 1963. This book is written by Pörízka<sup>9</sup>, a Hindi teacher at Charles University. The author observes the minute and correct use of similar Hindi words, eg. |mez ki baĩ or| and |mez ke baĩ or|. |malerie ka xetra| and |maleria ka xetra|, |purab mẽ| or |purab se| etc. He had list of thousand words which have not been adequately studied.

Later on Dr. Smacle, a student of Prof. Pörízka, prepared a lot of material for teaching Hindi. eg. Hindi Vartalap (1968), Hindi pathmala (1968), Hindi Kriyae (1970) Hindi Kriya Padbandh (1971), Hindi Shabdawali (1971)

The first book of Smacle was written in the Czech language in 1956. Few important books are: Hindi Reader Part II (1968), Hindi Shabdawali Part II (1971) and Hindi Vartalap (1968).

In 1956, Hindi with long playing monographic Records, came into existence. Under this series there is a book entitled Hindi: A Spoken Approach written by Dr. Fairbanks and P. B. Pandit<sup>10</sup>, and published by Deccan

College, Pune in 1965. Though a very small book, it is very significant. This book is meant for only seven to nine years age group children. This is a course in a council for Indian School Certificate Exams,, New Delhi. It is the result of Hindi Workshop in April-May, 1968. It has three main components: Structural Exercises, script visual and other instruments.

The book has twenty-one lessons. Every lesson deals with vocabulary as well as structures of Hindi. The lessons do not deal with any fixed number of structural patterns. Their number varies from lesson to lesson, eg. lesson No. seven consists of eight structural patterns while lesson No. fourteen contains more than eleven. At the end of every lesson a list of new vocabulary is given and revision exercises. All lessons have different types of exercises. The concluding lessons have conversational exercises also. This book is basically meant for foreigners.

The third important book published by Dr. Fairbanks<sup>11</sup> is Spoken and Written Hindi (1965-66). He has written it in collaboration with Dr. B. G. Misra. This book is very important for foreign learners of Hindi. It is written for beginners learning Hindi and serves as a basis for similar books written for beginners by other writers after it, eg. Basic Reader<sup>12</sup> written by Harris and Sharma in 1969. It consists of twenty-four lessons and sixteen review lessons. These reviews are consistently given after four lessons. Finally, this book consists of 1800 words (English-Hindi and Hindi-English). Every lesson is divided

into three parts: Conversation, Grammar and Exercises. There are many exercises for increasing the capacity to construct new sentences on the basis of some set patterns dealt earlier.

Each lesson in this book starts with conversation and in the end there are exercises of substitution, transformation and translation. The grammatical rules are described in detail. The book is written keeping in mind the difficulty faced by foreigners in dealing with the lower class people eg. washerman, barber, coolie, etc. who are not able to communicate in English. The learners of this book teach a foreigner to convey his feelings through the medium of Hindi without any difficulty. It is clear that this book is totally based on the conversational method. At the end of every lesson, the authors give the analysis of grammatical categories on the basis of English grammar and highlight the correct use of second person eg. [ap| |tum|, |tu| etc.

Some post-positions in Hindi have different meaning in different situations. The correct use of post-position is explained, so that, the learner has no confusion about the use of language, eg. in Hindi [se|, is used for English 'from', 'by' and 'by means of'. The detailed notes are also given at the end of each lesson.

The exercises are structured in such a way that the learners have sufficient practice for the use of language structure. The exercises which are reinforced

by different types and patterns, eg. substitution, transformation and translation (oral) are based on the given lesson. There are some exercises consisting of the different types of use of gender and number. This book provides the foreign language learner the practical use of conversational language. It also occupies a very important position in the history of the Hindi language teaching.

Muhammad Adb-Al-Rahman Barker with the assistance of Hamdani, Hasan Jahangir Dihlavi, Khwaja Muhammad Shafi and Shafiqur Rahman, wrote a book in three volume, A Course in Urdu/Ibtidai Urdu (Basic Urdu). The book is published by Montreal, Canada: Institute of Islamic Studies, McGill University, in 1967.

The first two volume of the book constitute the text while the third consists of lists and other aids to study. Volume one has units 1 to 15 and volume two, units 16 to 25. These lessons as the authors point out constitute An Introduction to Spoken and Written Urdu/Hindi. Since there is very little difference between the spoken form of Hindi and Urdu, the authors claim that 'much of the basic material presented here can also be used for a study of Hindi'. The authors have tried to maintain throughout the difference between the literary form and colloquial form of the language, whenever necessary by appropriate labelling. There are two types of units: conversation units and essay units. Each conversation unit has the following components. (1) Conversation, (2) Word Study, (3a) Phonetics or

(3b) Script, (4) Analysis, (5) Supplementary vocabulary. (6) Drills in vocabulary and grammar & (7) Vocabulary. The essay unit also has the same components with the difference that Essay and Serial vocabulary replace the conversation and phonetic/script respectively. The volumes are magnificently produced and are packed with very rich and exhaustive information.

The teaching of Hindi in East Germany started at Humbolt University in 1955. A book written by Dr. Marget Gallak and entitled Hindi Vyakran Guide appeared in 1967. This important book was revised twice in 1967. and 1983. Later on Dr. Som Shekhar 'Som' prepared a book to teach Hindi as a foreign language.

Some other books have appeared in the field of Hindi language teaching from Cornell, California and Michigan University of the United State of America. Besides these, there came out Intermediate Hindi Course by Dr. Yamuna Kachuru from Illinois University and Intermediate Hindi Glossary and Structural Notes by Usha Saxena from Wisconsin Universities (1967). Pennsylvania and Texas University also provide us few books on Hindi Language Teaching.

It is necessary to mention here the two important articles which are related to the teaching of Hindi in America exclusively and which were written by Dr. Anup Chandra Chandola At Arizona University and Dr. Kalicharan Bahal at Chicago University. Dr. Chandola's article is entitled 'America ki Shiksha Paddhati aur Hindi Shikshan',<sup>13</sup>



(Naya Shikshak, Jan. 1967) while of Dr. Bahal's is called Hindi Language Teaching Material, the State of the Art in the U.S.A.

Some books for teaching Hindi to Americans, who came to India for one or the other purpose have been published under the auspices of American Institute of Indian Studies, New Delhi and American Peace Core, New Delhi.

The important publication Advanced Hindi Reader and Intensive Hindi Course Drills (D. P. Pattanayak & Associates<sup>14</sup> (A) have been brought out by American Institute of Indian Studies, Poona. Advanced Hindi Reader (1976) is a standard book which also considers teaching materials with cultural notes in the end pp. 41-44: 1975-76. It also includes six literary pieces and six articles covering different areas. Intensive Hindi Course Drills is the most important book from the point of view of the intensive teaching of Hindi. It comprises twenty-four lessons. Each lesson starts with the conversation and ends with the different types of exercises, i.e. substitution, construction, transformation and response and review in conversational Hindi. Its main characteristic is comprehensive set of the exercises by which the grammatical rules of Hindi language are clarified. This book is totally based on the work of Fairbanks and Misra.

Later on in the series<sup>14</sup> (B) of Auxiliary Teaching Materials A Book of Basic Vocabulary (1977), Hindi Phonetic

Drills (1976): Intonation Reader (1977) covering all the Basic Intonation Patterns of Spoken Hindi and Workbook for Advanced Hindi Students (1976) were published by AIIS, New Delhi.

A Basic Hindi Reader written by R. Harris and Sharma is also very important and useful book. It is written from a new point of view. New problems in language teaching created by the increased social awareness necessitate new approaches with the result that appropriate changes in methods and techniques are evolved to handle those problems. A Basic Hindi Reader (BHR) by Harris and Sharma gives due consideration to the significant changes and is an outcome of this new point of view. It consists of the following parts: Part One-Sentence oriented Reading Practice (covering to 136 pages and forty-one lessons) and Part second the Reading Selection (covering 137 to 234 pages and twenty-two lessons). The lessons are arranged in order of increasing difficulty of style and subject matter. At the end the glossary of about 1250 Hindi-English words is also given. The text has been carefully designed to meet certain specific need of first year students of Hindi, who are ready to begin reading Devanagari. It serves as a companion volume to Fairbank's and Misra's Spoken and Written Hindi, and Gumperz and Rumery's Conversational Hindi-Urdu. It presupposes an elementary knowledge of spoken Hindi and writing system.

This book is guided by two distinct convictions: firstly, that the very first stage in learning to read

involves control of eye movements and automatic recognition-responses to the printed pages; and secondly, that the fluent reading competence is characterized by an intuitive set of expectations.

It is obvious that the books has been written with great efforts and ambition. It is very clearly printed in order to take care of the control of eye movements. The grammatical structure of Hindi is proper and has systematic explanation of essential elements of Hindi structure.

The most immediate and practical goal of most of the North American students is to learn to speak. It is, however, to be born in mind that speaking power of a language cannot be acquired without the proper and clear application of the grammatical rules. We should not forget that in few institutes and schools, Hindi is taught not to children but to grown up students who learn a different language as a foreign language. Therefore, without the projection of the grammatical rules at both the levels surface and deep a student can hardly succeed in acquiring a command of speaking the target language. In the sentence |čahe jeb tek ruko| i.e., 'you can stay <sup>as</sup> long/you like' the word |čahe| means 'however' or 'howmuch'. The particle |čahe| has a range of meaning depending on the context. By this explanation the readers are given to understand that |čahe| 'however' and |čahe| 'like' are one and the same and that their meanings depend on the context. In the first instance |čahe| means particle 'whether', while in the

second one, |çahē| is used in the sense of 'like' and 'desire'. The same type of sloppy explanation is assigned to the verb |hona| 'to be' and it alternated with |ke pas| 'with' and |hosakta hē| 'it may be' which is explained as a stereotyped expression consisting of |hona| and |səkna|. It also appears that the author are not very sensitive to the standard Hindi-genders. Thus there appear on page no. 223 |Tulsi ki ramayən| |Tulsi kē Ramayan|, |əpnī pələṅ| instead of |əpna pələṅ| 'ones own bed', |səlah kiya| instead of |səlah ki| 'discussed'. The authors seem to be inconsistent in the treatment of the Hindi socio-linguistic register eg. on page no. 142, they sometimes use a singular verb and sometimes a plural verb for one and the same person |Šahjehā use bahut pyar karta tha... ve ghantō əkele bāṭh kər Uski yad kiya karte (the)|. In spite of few drawbacks the Basic Hindi Reader is a very valuable addition to the books for learning Hindi.

In the sixties a lot of books have been prepared for teaching Hindi to Americans, these books are based on new techniques and systems. At the same time other countries have also produced a large number of books. The most important of these books is in Russian, entitled Hindi Reader (Ochebnic Yajika Hindi) written by Mr. Dimthits and others and published by Moscow in 1969. Basically this book can be divided into two parts. The first part, consisting of first fifteen lessons, is devoted to the knowledge of Nagari lipi, its writing system and the correct pronunciation of sounds. A special feature of this part is the use of

diacritical marks in it. With the help of these marks, the teachers can read the correct mode of speaking a sentence specially the interrogative sentences.

The second part, of the book consisting of the next seventeen lessons is totally based on grammatical rules. Every lesson starts with a grammatical rule. These rules are arranged from simple to complex. Each rule follows a sentence and then both types of translation i.e. Russian to Hindi and Hindi to Russian are given. The interrogative sentences are also given. After that some reading material is supplied with new words, grammar notes on vocabulary and different types of exercises at the end. The exercises are traditionally based on words/ sentence, translation, fill in the blanks, verbs transformation and translation.

In the final part of the book there is a table of 2000 words with pronunciation, grammatical shape, meaning and reference. Special characteristics of this book is the classified table of commonest words with pictures. eg. Wild and other types of animals, birds, fish, dining room, study room, bedroom, breakfast, lunch, dinner table, things, of personal use, parts of human body etc.

Luthor, Lutze and Bahadur Singh<sup>15</sup> prepared a book Hindi as a Second Language (1970) for 'Introductory Hindi Course'. This course was started in 1967-68 at Evening Hindi Institute, Delhi. The author have following objectives in mind:

1. A learner should be able to understand, speak and write, spoken Hindi after successfully completing this course.

2. The book is meant for those who have little or no knowledge of Hindi before taking up this course
3. If learner has the knowledge of English, in that case English can be used as contact language.
4. If the learners are adults and keenly interested in learning Hindi, they should be encouraged further in developing their efficiency in it.

This book can be used independantly or alongwith the book written by Fairbanks and Misra. Its first three parts are totally based on Fairbank's book. Tape recorders can also be used for exercises. The combination of all types of teaching methods are used for teaching Hindi as a second language. Material is systematized according to the different levels of the learner. In this book, the author uses all possible types of methods to clarify the correct meaning of a word. i.e. contexts, pictures, cartoons, definitions, acting, dramatizations, diagrams etc. The lessons on this book can be used for framing the sentences as well as for the exercises based on sentence pattern for 'Introductory Hindi Course' without taking into account the grammatical notes, which this book excludes. Fairbank's book can, however, be used for selected exercises. The programme of teaching this whole course in two sessions of 83 days or in 166 classes, has also been successfully experimented in the Evening Intensive Course. At the outset the writer has discussed some problems concerning pronunciation and writing system. The book consists of 24 lessons.

Usually every lesson has sentence pattern, grammar reading material, writing system exercise, conversation, revision, exams, final exams. It is mentioned by the author that Devanagari script is more appropriate for reading and teaching Hindi. The book consists of only 42 pages even then all possible types of sentence structures are given. The use of this book is not possible without the knowledge of linguistics. As such the presence of a teacher is essential for teaching through this book. One lesson has more than one rule teaching point. eg. third lesson has |ke pas|, |čahie|, |kən sa|, |hota hē| etc., four types of usages. The book is very rich in material.

The Conversational Hindi with Exercises (1970) written by McGrager<sup>16</sup> is completely based on new techniques. There are nineteen chapters. Every chapter starts with a picture/photograph. The picture follows the detailed description in about forty lines. The lesson is based on the picture. The pronunciation in Roman Script is also given simultaneously. Grammatical notes are given at the end of every chapter upto page no. 4647. In the end one-thousand words and derived words are also given, eg. |šehri| from |šeher|, |ədhikanštəh| |ədhikanš| etc.

The main feature of this book is that it is accompanied by tape recorded versions of the lessons in the voice of A. S. Kalsi. The book possesses a unique value because of this additional feature. The revised edition of this book entitled Outline of Hindi Grammar:

With Exercises is published in 1972 by McGrager from Oxford University Press, London.

Dr. L. M. Khubchandani has prepared Conversational Hindi: Situation Approach (1970) for teaching Hindi to Yugoslavian students. It is published by Jegreb University Yugoslavia. A similar book for teaching of Hindi to Balgarian students with tape is written by Dr. Vimlesh Kanti and published by Delhi University.

The Student's Hindi-Urdu Reference Manual (1970) is written by F. C. Southworth at Arizona University. It emphasizes importance of the conversational form of the language, pronunciation, grammar etc. Instead of considering purely Hindi, the author takes into account Hindustani as well. At the end of this book the Hindi-Urdu-English and English-Hindi-Urdu vocabulary with translation exercises are also given.

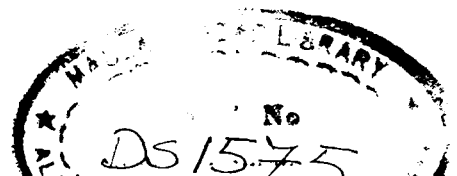
At L. B. S. National Academy of Administration, Mussoorie for teaching Hindi to the Probationers of Non-Hindi area Text Books entitled Hindi as a Second Language (1971), Hindi Part I (1966) (reprinted in 1976) and Adharik Hindi (1987) were published. Its main object is not to teach a language with all the regour but to help the young probationers to express their thoughts and feelings with ease, both orally and in writing.

An Introductory Course in Spoken Hindi: A Microwave Approach to Language Teaching (1973) is also a very important book written by Dr. V. R. Jagannathan and Bahri<sup>17</sup>.



It is strikingly similar to its companion volume written by the author in Panjabi in 1972. Besides the main text which is also divided into four units consisting of ten cycles each, the book also contains a note on Hindi sounds and four appendices: Hindi Orthography a sketch grammar of Hindi, a general glossary and a glossary of technical terms. The present book is the first of its kind written by Indian scholars. Its approach is functional, i.e. it shows the use of language in its social context or the real life context. The linguistic content is in a graded and sequential order. It is practically testified under the association of the American Peace Core by David J. Burns, who has inspired the preparation of this course based on the basic needs of a learner of Hindi. This course was introduced and tested in parts, in various institutions, in varying stages of its planning and preparation. This book may also be used for self-learning or with occasional guidance from some teacher or a native Hindi speaker. In it, the three dimensions of language are considered-Linguistic, i.e. how one talks, social, i.e. who talks to whom and Topical, i.e. what one talks about.

It represents the core of syntactic phonological patterns which one can combine to produce more complex expressions. This core material is arranged from simple to complex structure of Hindi. The material presents the standard colloquial speech patterns of Hindi using rather universal high frequency vocabulary. The teaching programme requires three basic conditions:



1. Immediate training programme.
2. Nature of learners job.
3. Uniqueness of placement sites:  
either rural or urban.

The book makes use of the following terms: units, cycle, focus, Rituals, M-Phase, C-phase, Teacher's notes, Learner's notes, grammatical notes and supplements. There are four appendices at the end:

1. Hindi Orthography, 2. A sketch grammar of Hindi,
3. General Glossary (it is divided in twenty parts, both Hindi and English meaning are given.) 4. Glossary of technical terms.

Dr. Vrajeshwar Verma & Dr. V. R. Jagannathan<sup>18</sup>  
edited 'Gahan Hindi Shikshan' (1973) material prepared by the central Institute of Hindi and published by Oxford University Press. This set of teaching material is being used by the Central Institute of Hindi in its intensive teaching programme with a view to make the learner proficient in all the four skills of the language within three months. The course comprises four volumes: Text includes 40 structurally graded lessons which show the use of syntactic patterns in real life situations. Great importance is attached to pattern practice in which the sentence patterns have been elaborated with numerous examples. Competence developed through pattern Practice is tested and reinforced through exercises.

Hindi Primer(Hindi Path Mala) under the auspices of Central Hindi Directorate (CHD), G. O. I, is a book for

those foreigners who are interested in reading Hindi as a second or foreign language. Pathmala is divided into four parts, but all parts are bound together. Another book is entitled Devanagari Lipi: Abhyas Pustak, (A desk book in Devanagari Script). The whole Pathmala comprises of 760 pages. Hindi Pathmala is prepared only for foreigners and tourists who are curious to learn high Hindi. This book is also equally helpful to the non-Hindi speaking Indians. Here the lessons are prepared in the form of dialogues. For the convenience of learners grammatical and cultural notes as well as exercises are given at the end of each lessons. In parts I and II, the learners are acquainted with the basic sentence patterns and dialogues. Besides cultural and grammatical notes, word construction and intensive exercises are given in the lessons. The aim of the book is to make a learner acquire command over grammatical pattern through repetitions and memory. The emphasis has been laid on the structural exercises instead of an teaching the new words in the language. The first part deals with approximately six hundred words which are used in about fifteen hundred sentences. In the second part are given approximately two hundred sentence pattern exercises and about thousand new words. In both the parts, the whole material is further subdivided into twelve lessons together with three recapitulation lessons. It is planned in such a way that each recapitulation lesson is given after four lessons. The planning of lessons is organized in such a way that after completing Part I, one becomes competent :

in writing applications and understanding fully the sentences in present indefinite, past and future indefinite and perfect participles. After finishing the Part II, one acquires competence in the formation of simple sentences and using in different situations, in Indian context. In part III, there are twenty lessons in which Indian life and style are described in simple prose with the grammatical instructions and different types of exercises for framing correct sentences in Hindi. There are twenty lessons in Part IV out of which ten are in poetry and ten in prose, which are written by prominent writers and poets. Actually this part consists of literary forms of Hindi with notes and exercises. It is worth mentioning here that these lessons are prepared on the line of guided imitation based on modern linguistics. This material can be used by the teachers, in a classroom as well as, as a self instructional material in a graded manner. Sentence structural exercises are placed in a graded manner together with detailed notes on the cultural items and grammatical instructions on words and expressions.

Regarding the use of script and transliteration/transcription Roman and Devanagari are simultaneously used in the first part, Devanagari mainly in the second part and Devanagari along with necessary English meaning of some Hindi words, in the third part, and totally Devanagari in the part fourth. There is a selected vocabulary of Hindi with English meaning<sup>at</sup>/the end comprising of 1462 words.

Hindi- English Conversational Guide (1973)

published by GOI CHD is intended for those whose mother

conversational forms of Hindi for their day-today dealings. The book is divided into two parts, viz. (i) Conversational Sentences and Expressions, classified under various situations and topics (ii) a Glossary of useful words.

A textbook entitled Introductory Hindi Course, which has been planned by R. Caldwell Smith and SCR Weightman and written by the Principal and Teachers of the Language School in 1979, used in the Landour Language Schools for teaching Hindi. This textbook has been prepared to provide the beginners with more intensive knowledge of Hindi in a comparatively shorter period. It is designed to enable the foreign students to speak Hindi in a term of few months only. The book has 30 lessons. Each lesson starts with the dialogue followed by vocabulary, introduction, oral exercises, dialogue exercises, reading and ends with writing exercises. At the end six appendices are given.

#### 2(B).4: HLT in Japan:

As regards teaching Hindi as a second language in Japan, it, was started long back in 1910, but it took shape in 1921, when a University (Institute for Foreign Language) was started at Osaka. Besides Osaka, Tokyo became another centre of teaching Hindi by the end of the second World War. In 1950, with the special efforts of Prof. Doi, a separate department for teaching Hindi was established in the University of Foreign Languages. Hindi grammar written by Prof. Sawa was published, with the help of tape lessons. A Textbook has been prepared by

Prof. Doi for the use of learners in language laboratory at Institute for study of Language and Cultures of Asia and Africa. Tokyo has published a book entitled Hindi.

Dr. Badrinath Kapoor the author of Basic Hindi and English-Hindi Dictionary has not only taught Hindi at Tokyo but also prepared material for teaching Hindi there.

2(B).5: <sup>THE</sup> HLT in Netherlands

Dr. Uma Shankar 'Satish', Director, Hindi Institute Netherland developed Hindi teaching for the use in <sup>THE</sup> Netherlands Uččaran Vacan (1985) Lekhan Bodhan (1985) and Nagari Lipi (1985).

Recently " A Primer of Modern Standard Hindi" by Michael C. Shapiro has been published by M/s Motilal Banarsidas, Delhi. This Primer is intended to provide the student with a thorough foundation in the grammatical structure of that variety of Hindi that is commonly taught in Indian Schools and that is the common vehicle of publication in Hindi. Although much emphasis is placed on the written language, aspects of conversational Hindi are also discussed. The core of the work contains thirty-one chapters. The first four offer discussion of Hindi phonetics and the Devanagari Syllabary in which Hindi is written. Chapter 5 through 31 each contain descriptions of fundamental aspects of Hindi Grammar. The work as a whole introduces a core vocabulary of approximately fifteen hundred entries incorporating lexical items. Supplementary materials in this book include graded reading passages and

Hindi English Glossary. Although Devanagari is used throughout the book, Roman transliteration is also provided.

2 (B).6: Comments:

The Grammar-Translation Method (G-T Method) is however a passive type of method. By it a student can learn only reading and writing Hindi correctly with the help of rules and vocabulary. This method is also laborious, monotonous and difficult for students to mug up the whole vocabulary and a large number of rules.

Most of the books of Hindi Grammar in eighteenth and nineteenth centuries are based on G-T method. The sole purpose of such book is to understand the grammar of Hindi and train the students to write Hindi language correctly by intensive practice in translating from and into his native language. By this method the students can only learn reading and writing the Hindi language correctly by memorizing the rules and vocabulary. This method is time consuming and monotonous.

Furthermore, this G-T method cannot enable a learner to speak language without practice and can only develop the reading and writing skills. Due to the basic shortcoming of G-T Method, language teachers have been trying to make improvements over G-T Method, to evolve a more effective and practical method for the teaching of language. Such attempts basically show a shift of emphasis

in language teaching form written form to spoken form.

In other words the spoken form of language is given primacy over the written form. That, is linguistics is being given more and more a role in the teaching of Hindi Language.



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CHAPTER - THREE : TEACHING METHODS : OBSERVATION  
OF SOME SCHOOLS/INSTITUTIONS

CHAPTER - THREE : TEACHING METHODS: OBSERVATIONS OF SOME SCHOOLS/INSTITUTIONS.

I surveyed some of the schools and Institutes of India, where Hindi is being taught either as a second language or as a foreign language. These are located mostly in hilly areas of India<sup>1</sup>. The data has been collected from Hindi teachers of these shcools/Institutes and from the observations of the methodology of teaching. For the systematic analysis of the data, I divided it into three broad categories i.e. the grammar-translation method type (G-T Method), the audiolingual method type (A-L Method) and another one is the combination of the methods type.

3.1: Grammar-Translation Method Type: (G-T method)

I have gone-through my data and analysed it. Most of the Indian schools are using G-T Method for teaching Hindi, where the children learn Hindi. The standard of Hindi in these schools is very high upto class ten<sup>2</sup>. Besides Hindi, other languages are also taught in these schools eg. Bengali, Telgu, Tamil etc. The number of students in each Hindi class is around forty. As most of these schools are English medium only, a limited time is allotted for teaching Hindi<sup>3</sup>. The teachers, though are trained<sup>4</sup>.

3.1.1: Teaching Material:

Teaching material in these schools

is very systematically introduced. Upto class fifth it is in the form of Basic Hindi Readers I, II and III, and gradually the standard become higher and higher, more books are introduced. i.e. one is for prose, other is for poetry and another one is for grammar<sup>5</sup>.

The translation method uses two important tools:

1. Learner's Dictionary<sup>6</sup> and 2. a series of sentences.

Learner's Dictionary is primarily a usage dictionary, a comprehensive dictionary. The dictionary has special purpose of teaching Hindi to English knowing persons.

Hence, there are limitations in vocabularies as well as their meanings. In the dictionary, the meanings of a word are arranged on the basis of their frequency. Some words have quite a large number of meanings, but in learner's dictionary it is neither desirable nor possible to give exhaustive significations. The standard of the learner has to be kept in mind. Sometimes, meanings of a word in a Hindi Dictionary are so jumbled up that one who does not know the target language, is confused and learns nothing. Every word has been put in its environment, situation or context. In the dictionary all the words have been given adequate lexical, grammatical and derivational formations. Wherever it was desirable and needful, to define the usage and scope of words, it has been given eg. the Hindi word |tez| has so many different meanings, such as : 1. sharp in the words. |akhẽ| 'eyes', |awaj| 'voice', |kan| 'ears', |çaku| 'knife', |sui| 'needle', |derd| 'pain', |bhukh| 'hunger'.



2. brisk in |tez bajar or vyapar| 'brisk market or trade',  
|tez mirč| 'bitter chillies', |tez ghaṛi or rang| 'fast  
watch or color', |tez čae or dēva| 'strong tea or medicine'  
|tez laṛka| 'clever boy', |tez bhav| 'high rates', |tez  
čal| 'quick speed', others are also in adverbial form:  
|tez čalo| 'go run' |tez bolo| 'to speak', |tez karna|  
'to make fast' or to speed up', and others are also  
according to context. eg. |tez mizaj| 'quick tempered'.

The other important tool for language teaching  
material is the series of sentence in different situations  
given with their translation. Such sentences are very  
useful for the tourists in the field of technical learning,  
commerce trade etc. The role of such sentences is very  
useful in the context of multinational trade. Absolute  
informative sentences are understood through translation  
method.

eg. conversation at the hotel.

Q. |hotel kehā hē | 'where is the hotel'

Ans. |hotel yehā hē | 'The hotel is here'

|namaskar, kya apke pas koi kamra khali hē |

'Good morning, do you have any room available'?

|ji hā hē | 'yes Sir'

|krIpya mUjhe kamra dikhlayēnge| 'cound you show me  
the room'

|kya mē kamra dekh sēkta hū ?| 'may I see the room'?

|yeh kamra to bahut hi ačcha hē |

'this room is very pleasant'

|mē yeh kamra luṅga| 'I will take this room'

|Is kamre ka kiraya kya hai | 'what is the charge for  
this room'.

|pañcas rupae prati din ke hai| '50 Rupees per day. Sir'

### 3.1.2: The G-T Method:

According to Stern, the grammar translation method emphasises the teaching of the second language grammar. It's principal practice technique is translation from, and into the target language<sup>7</sup>. According to Mackay, 'The grammar-translation method is simply a combination of the activities of grammar and translation'<sup>8</sup>.

The G-T method is traditional and subjective type of method. It was widely used in ancient period and even now it continues to be used in some underdeveloped and developing countries. In this method large number of vocabulary items is used. As such this method is laborious, monotonous and difficult for students to mug up. In this method importance is given to written forms and not to spoken forms. In this context, translation from the source language to the target language is important. This method neglects cultural items, when word by word translation is done. eg. |mangal sutra| 'a holy thread', |nil kanth| 'blue throat' etc.

As this method does not require expensive technical aids, it is very economical and hence used in most of the underdeveloped countries. The method does not fulfil most of the materialistic things needed for second/foreign language teaching, but helps exceptionally hard

working students. In this method passive skills are given importance.

However, not only this method is being revived theoretically with new labels, (eg. Cognitive Code), in practice it seems that psychologically this has achieved a lot of success.

### 3.1.3: Aims and Objectives of G-T Method:

The G-T method aims at inculcating and understanding of the grammar of the language, and at training the student to write the language accurately by regular practice in translating from his native language. It aims at providing the student with a wide vocabulary, often of an unnecessarily detailed nature. It aims at training the student to extract the meaning from target texts by the translation into the native language, and at advanced stages, to appreciate the literary significance and value of what he has been reading. These aims are achieved in the classroom by, long and elaborate grammatical explanations and demonstrations in the native language, followed by practice on the part of the student in the writing of paradigm. In applying the rules, he has learnt the construction of sentences in the target language and in the translation of several passages of prose from the native to the foreign language.

Previously G-T method was considered by the teachers as a necessary preliminary to the study of literary work. G-T method lays little or no emphasis on skills

like speaking of the second language or listening to second language speech. It is mainly book oriented method to learn the language and simply learning the grammatical system of the language. The main objective of G-T method is the thorough control of the language without one sided attention to theory, leading to fluent comprehension of foreign writings as well as to the independent use of the language in speech and writing.<sup>9</sup>

#### 3.1.4: The Method in Practice

In the several Institutions and schools, that I have visited where Hindi is being taught as a second/ foreign language, I found that the main object is not to teach the language with all the rigour but to help the young generation to express their thoughts and feelings both orally and in writing. It has been observed that generally grammatical rules are given in the first instance with apt examples and later on the students are asked to frame the sentences according to the rules. It is a fact that the language is presented in short grammatical chapters, each containing a few grammatical points or rules, which are set out by examples. The above statement is verified by the following examples contained in a textbook<sup>10</sup> used in a given Institute.

#### Rule:

Number - Simple plural and agreement of adjectives with nouns. Grammar with Examples:

	<u>Singular</u>	<u>Plural</u>
Masc. Nouns	ending in  a  eg.  ləṛka  'boy' others eg.  balək  'boy'	a  changes to  e  eg.  ləṛke  'boys' no change eg.  balək  'boys'
Fem. Noun	ending  ə  eg.  kItab  'book'	ə  changes to  e  eg.  kItabē  'books'  kItabō
	Ending in  a  eg.  mata  'mother'	a  changes into  ē  eg.  mataē  'mothers'
	ending in  U  eg.  vēstu  'thing'	takes suffix  ē  eg.  vēstUē  'things'
	ending in  u  eg.  vēdhu  'daughter-in-law'	u  changes into  U  and takes suffix  ē  eg.  vēdhUē  'daughters-in-law'
	ending in  I  eg.  nitI	takes suffix  yā   nitIyā
	ending in  i  eg.  pUtri  'daughter'	i  changes into  I  takes suffix  yā  eg.  putrIyā  daughters
	ending in  ya  eg.  cIṛIya  'bird'	Anunasik  ·  is added eg.  cIṛIyā  'birds'
	<u>Qualifying Singular</u>	<u>Qualifying Plural</u>
Adjective	ending in  a  and qualifying a masc. noun. eg.  əčcha ləṛka  'good boy'	a  changes to  e  eg.  əčche ləṛke  'good boys'
	ending in  i  and qualifying a fem. noun eg.  əčchi pUtri  'good daughter'	no change eg.  əcchi pUtriYā  'good daughters'
Others	eg.  sUnder balək  'cute baby'  sUnder pUtri  'cute girl'.	no change  sUnder balək  'cute babies'  sUnder pUtri  'cute girls'

A technical grammatical terminology is also given such as noun, pronoun, gender, number, case, negative, interrogative, mood, tense (present, past, future) verbs etc. The learner is expected to study and memorize .

a particular rule and example for instance, a verb paradigm or a list of prepositions. The exercises consist of list of vocabulary, words, phrases as well as sentences in the first language, which the learner with the help of a bilingual vocabulary list translates into the target in order to practice the particular item or group of items.

The main task of teachers, in classroom is the completion of all the exercises in each lesson and the covering of all the lessons in the book in a given period of time. The teacher, who does not have adequate training in modern language teaching methodology, continues this tradition. If a teacher wishing to use active method and is forced to use, such a textbook and tries to introduce some practice in communication into his classes, he is frustrated by the academic and unreal forms of language, it contains, the enormous range of vocabulary, while his students are bored by the repetitive form of the innumerable written exercises. The exercises are designed to practise translation into the first language. In the Institutes and schools, it has been observed that after each lesson in order to recapitulate the rules taught and to evaluate the learning process the exercises are given, especially grammar and translation and based on rules. It has been also observed that the grammar-translation exercises are given in the classes and also in the terminal and final exams. These exercises are of the following types:

1. Fill in the blanks in the following sentences



7. Give the synonyms of the following words:

lekIn, mItre, əmir, kəthIn, kəm, pətre,  
ʃərir, behUt.

As the learner progresses, he may advance from translating isolated sentences, to translating coherent second language texts into the first language or first language texts into the second language. In this method the students are expected to know the rules for the correct association of sounds with the graphic symbols in the foreign writing system, but are given little opportunity to practice these associations except in occasional reading practice in class and in the writing from dictation of passages which are usually of a literary character. The target language is not used in classroom to any extent, except when stereotyped questions may be asked about the subject matter of a reading passage, and the students answer in the target language with sentences drawn directly from the text. It has been my observation that these questions often are given in writing and answered in writing. Lack of adequate oral work and practice is reflected in frequent confusion and bewilderment, when the students are addressed in the target language and often they feel embarrassed when asked to pronounce anything themselves.

#### 3.1.5: Merits of G-T Method:

It has been observed at the Institutions and Schools that, there are various merits of the G-T method.



One of the advantages of this method is that the students who are highly intellectual and interested in abstract reasoning can be learn through this method. Such students try to understand the logic of grammar as presented, they learn the rules and exceptions and memorize the paradigms and vocabulary items. They become reasonably adaptive at taking dictations and translating target language texts into the native language. Their translation of native language texts into target language may not produce versions which sound natural to a native speaker, but at the best, they are accurate, with careful attention to the rules which the students have been taught.

The G-T method is very much useful for teaching a classical language or dead language. eg. Sanskrit, pali, Latin, Greek etc. This method cannot be traced back to the tenets of any particular master teacher, but it is rooted in the formal teaching of Sanskrit. The learning of Sanskrit was justified as an intellectual discipline, the mind being trained, it was asserted, by logical analysis of the language, much memorization of complicated rules and paradigms and the application of these in translation exercises. Sanskrit was further justified as the key to the thought and literature of a great and ancient civilization. The reading and translation of texts has therefore, of great importance as were writing exercises in imitation.

At the time of teaching through this method the teacher has full confidence that he knows the grammar

of that particular language very well. The teacher should always be very much clear about the grammar of target language.

By G- T method the word-to-word translation can be done very easily eg.

<u>English</u>	<u>Hindi</u>
Indian Constitution	bhartiy samsvidhan
Formal dress	apcharik vestra
Angle of vision	drishtikar
I could see that her beauty was natural	me dekh sakta tha ki Uska sandarya prakritik tha
Union is strength	ekta hi bal hai
Forehead marking	tilak

Nowadays also, the G-T method is maintained as a useful technique in language teaching. Many contemporary language teaching experts also agree that inspite of the virulent attacks that reformers made, the G-T method has maintained itself remarkably well<sup>12</sup>. In the study of language learning the first language as a reference system is indeed very important for the second language learner. Therefore, translation in one form or another can play a certain role in language learning. Thinking about the formal features of the second language and translation as a practice technique put the learner into an active problem solving situation. Moreover, it is relatively easy to apply.

The importance of translating in the language teaching is still recognized with the help of the

translation method. Through this method the language teaching becomes systematic and takes into account the structures as well as semantic aspects of a language.

### 3.1.6: Demerits of G-T Method.

The main defects of the G-T method which have been pointed out in the Hindi as second/foreign language Institutes/Schools are as follows:

(i) Little stress is laid on accurate pronunciation, stress, tone and intonation. There are no oral drills. That is why the automatic manipulation of the common structural forms of the language cannot be established by the G-T method.

|hari: tum kəhā̃ ja rəhe ho ?|

Hari: where are you going ?

|ram: ghar| 'Ram: home'

|hari: ghar?| 'Hari: Home'

|ram: hā̃ | 'Ram: yes'

Communication skills are neglected. The audiolingually taught students were superior to the traditionally taught students in listening comprehension and speaking but inferior to them in reading and writing. It would seem therefore that the primacy of speech is best justified as an assumption when spoken skills are the primary goals of instruction.<sup>13</sup>

(ii) There is great deal of knowing the rules and exceptions but little training is given in the use of the language or to speak and write it accurately.

(iii) In an effort to practice the application of rules and the use of exceptional forms, the student is often trained in bookish form of language. Some forms are rare, some old fashioned and many forms are practically unimportant. eg. the use of double negative etc.

(iv) The language learnt is mostly of literary type and the vocabulary is semantically complex. eg.

|həlwai ki pətni ne vrIkṣaropəṛ pər čərčā praṛəmbh  
ki, təbhi həlwai ne Use toka kI tUm hameṣa  
peṛō ki batē kyō kerti ho|

(v) For an average student, it involves a great deal of labour. To some extent, it is monotonous. It does not develop confidence in students. It involves almost no expression in the target language.

(vi) The role of student in the classroom is for the greater part of the time—a passive one, he absorbs and then reconstructs what he absorbed to satisfy his teacher.

In the G-T method, students just simply replace the second/foreign language words by mother tongue words. That's why, often the Hindi speaking students, during the time of learning English, produce |vəh jata hē | into 'he go' and not 'he goes'.

As regards the limitation of G-T method, it has been observed that Hindi is learnt mainly as process of translation. Students translate words and put the words into contexts which are in turn translated into Hindi words. They do not, however, translate the context in

terms of its significance and meaning. Therefore, it fails to express its original context, which ultimately determines the forms of a word and the whole sentences. eg.

Eng: The aeroplane is flying in the sky.

Hindi: |jəhaj akaʃ mē̃ Uṛ rəha hē |.

Here, the student has not specified that Hindi word |jəhaj|, is it an aeroplane or a ship? The student use only the Hindi word |jəhaj| not the |həvai jəhaj|, the correct sentence should be |həvai jəhaj| akaʃ me Uṛ rəha hē |, which is containing both, specified correct word meaning (aeroplane means |həvai-jəhaj|) and the context that aeroplane flies in air.

Idioms and pharases play an important role in the system of language. An effective approach in language teaching should also emphasize the idiomatic aspect of a language. However, through G-T method, it is very difficult and often impossible to teach the idiomatic usage. Language innumerously differ in idioms, therefore it is neither possible nor desirable to get exact translation of idioms and pharases. In most of the cases the literal translation cannot serve the purpose. I have found some examples of howlers, which have altogether different meaning when English sentences or pharases are translated into Hindi eg. literal translation in place of pharasal translation. As I observed, in a class of an Institution, following types of howlers which the students were making in the class.

1. English: Slum clearence scheme

Hindi: |gendi besti safai yojna| (correct)

|gendi besti samapti yojna|

2. English: In any case, the work should be completed within a month.

Hindi: |karyā har halet mē ek mas ke andar  
pura ho jana chāhiye| (correct)

|pratyek mamle mē, karyā ek mas ke  
andar pura kiya jana chāhiye|.

3. English: The Government has failed to deliver the good.

Hindi: |sarkar karyā sampāna karna me asamerth  
rahi hai| (correct)

|sarkar mal batne me asamerth rahi hai |  
on

4. English: You should pay a second thought/<sup>on</sup>this problem.

Hindi: |apko is samasya per punarvichar karna  
chāhiye| (correct)

|apko is samasya per do kshar ke liye  
vichar karna chāhiye|

### 3.1.7: Conclusion:

Even today G-T method provides a safe, easy and practical entry into a second language teaching, and still this method is used all over the world. The major drawback of this method is the overemphasis on the language as a mass of rules and in the limitation of practical techniques which never emancipate the learner from the dominance of the first language. In teaching of second language, it is the tradition to use translation as an

essential part. In translation students generally replace the foreign language words of mother tongue and that does not give the correct meaning of the sentences. So that, they usually do mistakes while doing translation rather during essay writing. The meaning of the foreign language form is hard to convey. Translation into the native language is bound to mislead the learners, because the semantic units of different language do not match, and because the student, under the practised stimulus of the native form, is almost certain to target the foreign one. The nucleus of the foreign language should be presented in connection with practical objects and situations say, of the classroom or of picture<sup>16</sup>.

On the other hand, the G-T method is economic and successful method specially in India and also other developing countries. This method has also come again in the revised form; that is in the form of cognitive code method.

### 3.2: Audio-Lingual Method Type (A-L Method):

During the time of the field work I noted that there are many Government Institutions, where the modern method for HLT, that is audio-lingual method (A-L method) is being used. In most of these Institutions the students-

are generally adult. They belong to various parts of India having mother tongue related to different language families. They have a fair command over English language and possess a good mental level. In these institutions the teaching material is being prepared in an integrated form for the requirements of the trainees. There is coordination between classroom teaching, language lab, and self instructional material developed on the basis of Programmed Learning Methodology. In these Institutions, generally the standard of Hindi is quite good at Higher Secondary level for writing and conversation. The purpose is to enable them to use a particular register, which may be necessary in their business, official domains, general dealing, etc. Generally they are provided with 100 periods per session for HLT at present. Some of these Institutions are specially for teachers' training. The students generally learn Hindi as a second language. The institution also aim at developing teaching material and methodology in the field of HLT. The material is based on field research, contrastive studies, and modern teaching techniques. I have observed several Language Courses. Teacher's Training Courses, LSP Courses, Field Research and development of teaching material. In these Institutions, the teaching programmes are based on modern techniques of foreign language teaching aided by A-L method and also computer based Hindi course.



### 3.2.1: Teaching Material:

At present these Institutions are using visual aids-charts, Pictures, Wall diagrams, Models as well as Audio-Lingual Aids as tape recorders, language Laboratories, Autotutor teaching Machines and Lingua-phone Records. They are also using slides, film strips, video-tapes and computers.

The use of A-L aids in teaching of all four skills of Hindi has been extensively acclaimed as the most effective measure all over the world. The lingual and visual aids are comparable to the living context of the social and linguistic situation of the target language.

#### 3.2.1.1: A-L Material and Teaching Sequence:

In these Institutions, it has been observed that there are five distinct stages<sup>15</sup> of HLT in a given order: recognition, repetition, reproduction, manipulation and production stage.

At the first stage; recognition; the student recognizes the new item as different from other similar items when it is heard on a tape recorder or by the teacher. If the teacher does not use translation, the situational and linguistic context in which the new item appears must indicate the meaning. Mostly it is the context as a whole which will indicate the meaning. For example the sound of barking dog, monkey, cat or a man walking or other types of noise can be identified and described by the learner, if he recognized these sounds correctly.

The second stage of "repetition", at this stage the learner uses the new item for the first time and he bases his utterances as closely as possible on a model which he has just heard. For example the master voice of the tape, Cassett Tape/Teacher: |ram khana khata hē |  
Learner: |ram khana khata hē |.

Audio material is very useful at the oral "repetition" stage. Master voice of a native speaker gives an authentic and untiring model for the learner to imitate. At the time of repetition, the learner must understand about what he is repeating, eg. the learner must only repeat the sentence if it is true.

Master Tape/Teacher's Voice: |yeh awaz billi ki hē| (billi  
ki awaj)

Learner: |hā yeh awaj billi ki hē | (repeated by the  
learner)

The third one is "repetition" stage, the learner utters a word or phrase he has previously heard and repeated. He now uses it, however, without an immediate model, basing his utterances on memory. Actually, there is no marked difference between repetition and reproduction stage.

At the next stage that is manipulation stage, the learner makes new combination of known items in closely structured situations. At this stage, the student experiences the new language in a variety of contexts to avoid the danger that he will come to associate it with one context only. It can be explained by an example: A

short and chatty radio interview might be played. This could be either a real interview carefully edited or a scripted interview presented by actors. In either case the aim would be to restrict the language used in order to give prominence to the new structures. An interview<sup>16</sup> with a child can be given in this way:

Reporter: |beṭe apko kṛn sa khel sṁbse ṁdhIk pṁsṁd hḛ |

Child : |mṛa prIy khel krIkṛt hṛ |

Reporter: |Is khel ko kIs prḛkar khela jata hḛ |.

Child : |Is khel me do sṁguh hote he, prṛtyek sṁguh me  
gyarḁh khIlārI hote hṛ |.

Reporter: | apka prIyṁ krIkṛt khIlārI kṛn sa hḛ |.

Child : |mṛṛ rṁvI ṣṁstri ko ṁdhIk pṁsṁd kṛta hṛ |.

The final stage is the "production" stage. It is the ultimate goal for the language learner. He employs his ability to manipulate and recombine known items to produce sentences, which he has not previously experienced, but now at this stage in a more natural conversational situation, where the emphasis is laid on the ideas expressed rather than on the forms, words or structures used. The aim is to create a situation which approximates to a real life situation. I observed that the teacher was very careful in the class. Following types of exercises were given in the class:

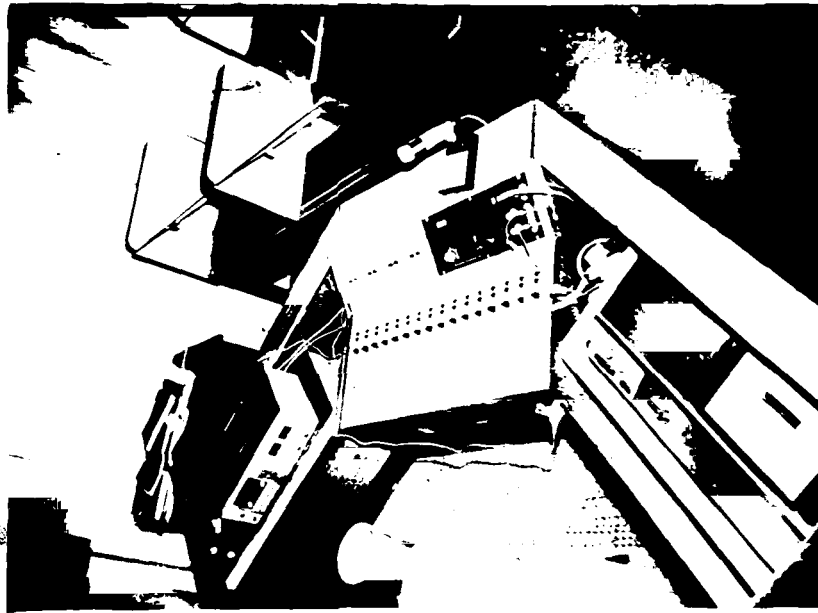
1. The odd man out: The student hears several words or different types of voices (eg. cat, cow, crow, bus) and is asked which word or voice is the odd man out and why.

2. A sequence of noises is played to the student, for example: a bus stops, drives away, one pair of foot steps, becomes identifiable, a gate opens, a key turns quietly in a lock, foot steps on the stairs.

#### 3.2.1.2: Audio-Lingual Aids:

The A-L aids are used in HLT for imparting the language skills as well as improving the skills of reception, production, comprehension, and reproduction. These are very effective in teaching the phonological identification, contrasts, correct pronunciation, accent, intonation and comprehension at later stage. It provides the student an opportunity to be in contact with the spoken language beyond the time spent with the teacher in the contact hours. It supplements the work of the teacher. These devices can never replace the teacher but it can help the teacher and student in the teaching process.

In the Institutions, where the language laboratories are being used as a mechanical aid to teach a second or foreign language, it has been observed that it does speed up the learning process. It also provides the teacher more time to help the individual learner. In some of these prestigious institutions, situated at Mussoorie, I observed that the teacher is very particular in the proper use of laboratory equipment especially when he wants to check the performance of the learner without his knowledge and correct it, if absolutely necessary. If he



Photograph 1: Master Console of Language Lab.



Photograph 2: Show Booths in Language Lab with  
Tape-Recorder, Headphone &  
Television.

finds that the mistake is of a general nature, he uses the 'All Call System' by which he explains the problem thoroughly using the blackboard if necessary. It is to be noted that the lesson is automatically stopped when the All Call Switch is on. The learner also uses this bell switch to call attention of the teacher, whenever he requires any clarification. The teacher sitting at the master console attends such calls one by one as shown in preceding photographs.

But I observed that this is only possible in wired (AAC) language laboratory equipment which is present in Mussoorie Institution, while in the wireless (AC) system available at Agra. The learner can receive the instruction/lesson only. He cannot raise any problem, and also the teacher cannot check the individual performance. As such the close relationship between the student and teacher is missing in the wireless system.

In both the systems the learner can play back the cassette and compare his own performance with the master voice. I found that all the learners sit together in the classroom, while they are staggered in groups according to the number of the booths available. Generally 100 periods are allotted for a course. Every period is of 45 minutes. Out of which 50 periods are allotted for classroom teaching while 40 periods for language lab. I find that lab is more useful, when the course is of intensive type.

With the audio-lingual approach, the Hindi

language taught in the labs should be spoken form. The items of lessons that which are taught in the lab are pronunciation drills, structural drills, and also some other types of drills, i.e. comprehension, recitation of verses and mimicry, and readings from literature. These lessons are usually prepared by the Institutions themselves and the learners can pronounce the sounds of Hindi as foreign or second language very easily through language lab drills. The language lab method has been found to be very effective and useful for the spoken form of Hindi. Here are some examples of exercises, which are in use in the given Institutions where I also joined the language lab class and observed the Hindi language teaching. The exercises are as follows:

#### 3.2.2.1: Pronunciation Drills:

Most of the Institutions where language labs is used, pronunciation drills are common. Here the pupil simply has to repeat without modification the words or sentences which he hears from the Master Tape. Here is also possible that four different types of pronunciation drills are given to four groups simultaneously.

##### (a) Speech Drills:

These drills cover a wide variety of different activities including the imitation of particular sounds, the contrast of sounds. As it is given the following tapelesson.<sup>17</sup>

Objective of lesson: To teach the correct pronunciation of  
|t|, |th|, |d|, |dh|.

Master Tape (MT): |paṭh aṛembh |t| ka uṣṣarar|

|sUnIe - tala, mala, jəget, telwar, sat|

|dUhraIe |tala| 'lock'

Class : |tala|

MT : |mata| 'mother'

Class : |mata|

MT : |sUnIe: thali, sathi, sath, hathi, hath|.

dUhraIe: |thali| 'dish'

Class : |thali|

MT : |sathi| 'companion'

Class : |sathi|

#### (b) Pattern Drills:

These sentences are meant to help the learner become at ease with the new structures which he is engaged in learning. It should be noted that these structures will first have been introduced in meaningful contexts in the classroom before being exercised in the lab. For example, an exercise<sup>18</sup> based on pattern sentences:

MT : |Is paṭh mē pəhle ap`mɛ pərh rəha thā` tətha  
"həm khel rəhe the" ke vakya rup sUnIe| poss....  
|mē kItab pərh rəha tha|  
|dUhəraIe|

Class : |mē kItab pərh rəha tha|

MT : |mē ədalət mē kes sUn rəha tha|

Class : |mē ədalət mē kes sUn rəha tha|



MT : |həm sʊbəh kɹɪkət̪ khel rəhe the|  
Class : |həm sʊbəh kɹɪkət̪ khel rəhe the|

### 3.2.2.2: Structural Drills:

No doubt the purpose of structural drills here is to give the learner so much practice in using the particular structures that he can use them naturally, whenever he needs to do so. The structural drills are more or less based on sentence patterns. It indicates very clearly the extent to which learning a language is the formation of a complex series of habits, and equally clearly the tremendous importance of forming good language habits. These habits can only be formed by practice. In the Institutions I visited, I observed that constant practice is the price that must be paid in order to achieve the ability to use a foreign or second language. Structural drills are intended to provide this practice for the learner, since the lab method i.e. A-L method of habit forming are so successful. However, the selection of drills <sup>c</sup>quires the greatest importance, as does the model which is placed before the pupil for his study and imitation.

These drills can be classified into two broad categories, i.e. pronunciation drills and sentence pattern drills or structural drills. There are some subdrills which are also in practice, which I observed in the language lab classroom. Other types of subdrills with exercises are as follows which are used in the

classroom.

### 3.2.2.3: Formation Drills:

On the Master Tape Cassette<sup>19</sup>

Voice (V1) : |kən hɛ ?| .

(V2) : |mẽ hũ|

: |mẽ hũ, paṭhək|

| a səkta hũ|

|mẽ a səkta hũ|

|kya mẽ a səkta hũ ?|

|kya mẽ əndər a səkta hũ|

V1 : |aIe| 'come'

|aIe, paṭhək ji| 'come Pathak ji'

|aIe, paṭhəkji! nəməskar| 'come Pathak ji !  
Hallo!'

V1 : |kæse hẽ ?| 'How are ?'

|ap kæse hẽ ?| 'How are you ?'

|šərmaji, ap kæse hẽ ?| 'how are you  
Sharmaji'

|nəməskar šərmaji, ap kæse hẽ |

'Hello! Sharma ji, how are you ?'

### 3.2.2.4: Substitution Drills:

Another type of drill that is commonly used, is a mixture of both pronunciation and structural drills. In it the structure, which is practised in each drill, remains unchanged throughout, the only alternation being lexical and involving no alteration to the basic structure eg.

1. |kya mē andar a sakta hū ?|  
 'may I come in'  
 |kya mē bhitar a sakta hū |  
 'may I come in ?'  
 |kya mē yehā a sakta hū|  
 'may I come here ?'
2. |ap kaise hē| 'how are you'  
 |ve kaise hē| 'how are they'  
 |pItaji kaise hē| 'how is father'  
 |bačče kaise hē| 'how are children'

### 3.2.2.5: Addition Drills:

In addition drills the learner is asked to add a clause to a number of given sentences or vice-versa  
 eg. 1. the use of |aj|, |kel|, |persō|

MT |šam ko aIe| 'come in evening'  
 |aj šam ko aIe| 'come in evening today'  
 |kel šam ko aIe| 'come in evening tomorrow'  
 |persō šam ko aIe| 'come in evening day after.  
 tomorrow'.

2. |hām sUn rāhe the| 'we were listening'  
 |hām kāmēntṛi sUn rāhe the| 'we were listening  
 commentary'.  
 |hām redIo pēr kāmēntṛi sUn rāhe the|  
 'we were listening commentary on radio'

### 3.2.2.6: Transformation Drills:

In the transformation drills, the one form can be

changed into other form according to number and gender. These types of drills are also given, what I observed in the language lab classroom. In the context of HLT, these drills are very important.

- eg. 1.       |mẽ vyest hũ| 'I am busy'  
               |tu vyest hẽ| 'you are busy'  
               |tUm vyest ho| 'you are busy'  
               |ap vyest hẽ | 'you are busy'  
               |ve vyest hẽ | 'They are busy'  
               |hẽm vyest hẽ | 'we are busy'

2.       MT: |mẽ kẽl sũbẽh kho-kho khel rẽha tha|  
               'I was playing kho-kho in the tommorrow morning'

MT2 : |hẽm|

MT1 : |hẽm kẽl sũbẽh kho-kho khel rẽhe the|

MT2 : |mẽ hotẽl mẽ khana kha rẽha tha|

Class : |M hotẽl me khana kha rẽhe the|

MT2 : |hẽm|

Class : |hẽm hotẽl me khana kha rẽhe the|

### 3.2.2.7: Conversational Drills:

These types of drills are also possible by A-L method

- eg.   MT1 : |ap kãese hẽ | 'how are you'  
       MT2 : |ji mẽ ṭhik hũ| 'Sir, I am fine'  
       MT1 : |pẽtni ɔr bæççe ?| 'wife and children ?'  
       MT2 : |apki krĩpa se ṭhik hẽ|  
       MT1 : |mẽre yogyã koi seva ?|  
       MT2 : |kũch zẽruri bat kãrna çahẽta hũ|  
       MT1 : |abhi mẽ vyest hũ, ýam ko aĩe|

Other types of drill exercises can also be possible such as Mutation, Linking drill, Question-answer, creative type such as creative answer-long and short form and free response, comprehension type such as answering question on a story which has been heard, listen to a story, or other interesting passage etc., but unfortunately these all above types of drills are not very effective in teaching of the Hindi as a second or foreign language, because all the above drills depend totally upon the learner's practice, how much they do at booth. In these types of drills, the teacher is not aware about the activity of learner, whether he is doing practice or not.

### 3.2.3: Objectives of A-L Method:

At the time of collecting data, I also had a detailed talk with the teachers of these Institutions and I found that listening and the speaking have been given great priority over reading and writing. The learners of HLT have achieved command over different levels of competency through A-L method, especially in speaking and listening Hindi and using it as a basis for the teaching of reading and writing. By this method the learners of these Institutions also have good command over the understanding of the different cultures. Like the direct method, audio-linguist tries to develop Hindi language skills without reference to the mother tongue. Following are the objectives which are achieved in learning Hindi as a second or foreign language through

A-L method:

1. Understanding the Hindi language as spoken by a native speaker or near native speaker.
2. Primacy of the audio-lingual over the graphic skills.
3. Speaking the Hindi language with reasonable fluency and use of dialogues as the chief means of presenting the language.
4. Emphasis on certain practice techniques mimicry, memorization and pattern drills.
5. Reading the Hindi language and writing Devanagari scripts.
6. Understanding spoken Hindi and speaking it - the oral aspect must precede reading and writing.

3.2.4: Drawbacks of A-L Method:

By the A-L method, the students who are learning Hindi in a mechanical way, can progress like well trained parrots. He is able to repeat whole utterances perfectly when given a certain stimulus, but not certain of the meaning of what they are saying and unable to use perfectly memorized materials in contexts, other than that in which they have learned them. In this method, memorization and drilling can become intensely tedious and boring, causing fatigue and distaste on the part of the student. This is certainly true when this method is applied rigourously by an unimaginative teacher who is not sensitive to student reaction in these Institutions. Other disadvantage, which I have found of A-L method is

is that the students are trained to make variations on Hindi patterns by a process of analogy without being given a very clear idea of what they are supposed to be doing in the process. As a result, they do not understand the possibilities and limitations of the operation they are performing and are unable, later, to use these patterns out side the framework of a particular drill.

In this method the writing skill is very much neglected because of the time lag between the teaching of oral material and the teaching of the same material in written form. The students, who are taught through this method sometimes feel very insecure when they are forced to depend on the ear alone, partly because they find it hard to remember all they hear in a situation, where so many of the sound clues are unfamiliar to them.

#### 3.2.5: Conclusion:

A-L method contains mechanical drills, which are very advantageous in Hindi language teaching, but do not aid formation of language competence. There is always the fear of the learner going well through the substitutional drills without ever knowing the meaning of the sentences, which he frames. But in the A-L method the speech is primary and reading writing are secondary.

In A-L method, the language lab is seen as an important aid to the teacher. It makes considerable demand on the teacher who should possess technical knowledge to how to keep the equipment in operation and he has total understanding of its advantages and drawbacks.

He should also be able to produce suitable materials for the use in language lab. He should be able to use the language lab, as a supplementary aid to the classroom teaching as such. A-L method become useful if it is used effectively and provided sufficient time. It is more effective if plenty of enthusiasm is there. At least "The audio-lingually taught students were superior to the traditionally taught students in listening comprehension and speaking but inferior to them in reading and writing. It would seem therefore that the primacy of speech is best justified as an assumption when spoken skills are the primary goals of instruction".

### 3.3: Combination of Methods:

#### 3.3.1: Introduction:

In addition to particular method of language teaching, there has been a trend of using a combination of two or more methods in language teaching. Firstly, there has been an overlapping in the use of terminology in language teaching. Secondly, the Hindi language teachers of some schools or Institutions have been able to combine various techniques of language teaching.

There are many methods other than G-T method and A-L method, such as direct method, reading method, audio-visual method, cognitive code method etc. Generally these methods are in use individually or in combinations, depending upon the classroom situation. A broad classification of various HLT methods can be given in the following table. The Direct method is in practice in most of the schools and Institutions for HLT. The method is characterized



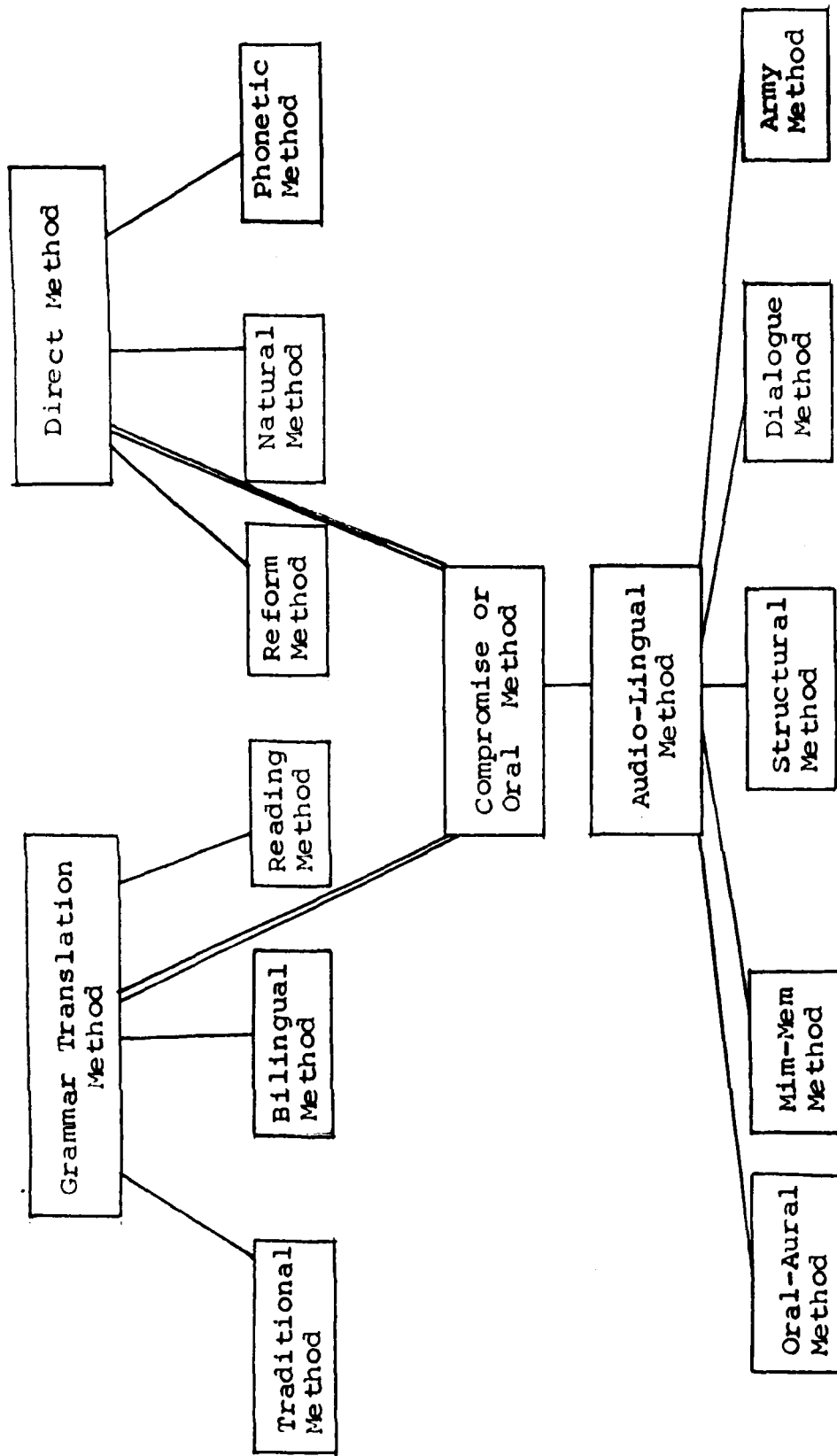


Fig. 5: Language Teaching Method and Their Relationships

by the use of the Hindi language as a means of instruction and communication in the HLT classroom, and by the avoidance of the use of the first language and of translation as a technique. Various 'oral' and 'natural' methods are grouped with the direct method. The main characteristic of this method is that more emphasis is put on the foreign language as the medium of instruction in the classroom and correct pronunciation is an important consideration. By this method, the learners are able to develop correct pronunciation of Hindi sounds without being influenced by similarities between Hindi and their native language orthography. The direct method used in classroom stands in contrast with prevailing grammar-translation lessons. The source begins with the learning of Hindi words and phrases for objects and action in the classroom. These could be used readily and appropriately, the learning extends to the common situation and settings of every day life. Grammar cannot be taught explicitly and deductively as in the G-T method class but is learned largely through practice. In direct method, the study of grammar is kept at a functional level, being confined to those areas which are continually being used in speech. Grammar is being taught more systematically at a later stage. It teaches Hindi with the use of Hindi terminology. The direct method is also used generally in combination with G-T method or any other methods.

The reading method is never used individually in any schools or Institutions for HLT. It is always used

in combination with other methods, because this method restricted itself to the goal of Hindi language teaching to train in reading comprehension.

### 3.3.2: Cognitive Code Method:

The cognitive code method is the revived form of G-T method on the one hand and A-L method on the other. This method is also in use in some of the schools and Institutions for HLT, but the teachers and learners of these Institutions|Schools are not aware of using this method. Even otherwise, there exists a difference between attitudes and actual behaviour of learners, that is to say the perceptions of learners or teachers vary as regards the method irrespective of their practice.

Scholars differ in their views on this aspect. Carroll and some other scholars say that it is a modified up-to-date G-T method and others consider it as a modified up-to-date direct method approach. (Hester 1970, Diller, 1971). But, in recent form it lays emphasis on the conscious acquisition of language as a meaningful system and has its roots in cognitive psychology and in transformational grammar, according to Diller and Chastain (1976-78).

The main objective of this method is the control of the language in all its manifestations as a coherent and meaningful system, kind of consciously acquired competence, which the learner can then put to use in real life situations. "The theory attaches more importance to the learners understanding of the structures of the

foreign language than to the facility in using that structure, since it is believed that provided the student has a proper degree of cognitive control over the structures of the language, facility will develop automatically with use of the language in meaningful situation"<sup>20</sup> (Carroll 1966).

The cognitive code method reflects a theoretical reorientation in linguistics and psycholinguistics. Diller has formulated four principles of cognitivism which contrast with the five principles<sup>21</sup> characterized audio-lingualism by Moulton (1963).

1. A living language is characterized by rules governed creativity: based on Chomsky's concept that 'language is rule governed and creative implies the teaching of a language as a consciously learnt system.
2. The rules of grammar are psychologically real: the user of a given language gives evidence of knowing the rules of the language by applying them automatically. The use of language becomes automatic through practice.
3. Man is specially equipped to learn languages.
4. A living language is a language in which we can think: Learning a language 'involves learning to think in that language. Meaningful practice rather than drill is the only way this can come about'.

In these schools and Institutions where combinations of different methods are used for HLT, <sup>the</sup> main objective is to achieve the command over all four skills of the Hindi language.

### 3.3.3: Teaching Aids:

There are different types of teaching aids, which are in use for HLT through various combinations of methods other than language laboratory. An outline description of language laboratory has already been given in 3.2 the teaching through media technology in HLT as a foreign or second language is very much useful. It shows remarkable results in this field also. Radio, Cassette-tape recorder, Television, Video cassettes and Computer are playing a significant role in the field of HLT.

Radio does a considerable role and is still the largest source of software in the educational technology. But, in general the contribution of radio is frequently over-shadowed by its more advanced counterpart, the television. The unique role of radio, particularly for the Hindi language courses, is organized in a number of ways. AIR is one of the powerful mass media. Before independence, Hindi lessons broadcasts were regular features then and AIR had been doing significant work in this direction long before the word interaction entered the Indian political and social parlance.

At the same time Sanchalana aur Prasaran Hindi Samiti of the Ministry of Information and Broadcasting had decided to broadcast the Hindi lessons in the non-Hindi stations like Vijayawada, Ahmadabad, Bangalore, Dharwar, etc. For detail informations about these Hindi lessons please see Appendix No.2. Besides its other advantages, it works out cheaper than most and unlike other instruments, it is more effective in skilled hands. Its advantage is further enhanced with the use of radio cassette recorder which facilitates recording of language lessons while teacher is engaged in teaching a class. The cassette for HLT of Lingua-Phones are also available, these

organized in lesson-form. By the lingua-phone cassettes one can learn Hindi at home through correspondence. These cassettes are also available in private or government Institutions, Central Hindi Directorate. This also gives an opportunity for frequent repetition of short passages for any number of purposes, and enable teachers to store the lessons and use them later. However, the radio and cassettes also have certain disadvantages. The entire course of Hindi as a second or foreign language cannot be handled as a spoken course. On radio it is not effective. In classroom teaching, there is more control of the teacher whereas on the radio there is none at all. The whole teaching becomes one way action without leaving any room for the active participation of the student. Only few, very highly motivated students can learn this course in its entirety.

Now-a-days television and VCR/VCP are unique media for HLT, which presents moving pictures with authentic sound showing real activity. It is not only the medium of entertainment but also plays good role to motivate the learners. In some modern schools and Institutions television and VCR bring into the classroom a true model of the Hindi language in sound and in vision with it the native speaker who provides that model. Through this audio-visual media, when the vocabulary and sequence of events are well known by the class, one can give practice of the tense and aspectual system of the language. Different types of lessons are occasionally

telecast through televisions, such as a lesson 'Ek Anek and Aur Ekta',<sup>22</sup> prepared/presented by Shiksha Prodyagiki Kendra. This lesson is based on distinction between singular and plural like this:

didi: |bharət ek, bhasa ʌnek hẽ |

Younger brother : |didi ʌnek kya hota hẽ ?|

didi : |dekho mẽ samjhati hu, suraj ek, ʃenda ek, tare ʌnek hẽ |

|ek ʃirīya ek, ek, ek, kərke ʌnek ʃirīya, dana ʃugne bəth gəĩ thĩ

ek byar ne jal bichaya tha----- |

This distinction between singular and plural is given with visual pictures movies and then connected with Indian Unity. These types of lessons very frequently telecast for Hindi learners on television.

Modern technology is highly developed in the present century in every field, the use of computer has started to make a serious impact on language teaching, but particularly on HLT in India. It is also in use in a few of the Institutions for HLT. The characteristic feature of computer assisted learning (CAL) can be described in a number of ways. It is sometimes called drilling and practice, the computer asks a question, the student responds and the computer compares the students' response and indicate 'right' or 'wrong'. An opportunity of intensive individual practice for verb forms, case endings and vocabulary are also available by the computer

for Hindi language learning. Any practice of quiz format, involving question and correct response is potentially computerizable, exercises using multiple choice format, can also be devised. Questions can be organized in a number of areas, such as grammar, vocabulary, content etc. Computers can also display charts or even animated cartoons as well as can play tunes, and other forms of practice such as games based on HLT.

these

In the Institutions, where/modern technological equipments are in use, some language teachers are fully trained to handle these equipments or they have technician to handle these in the classroom teaching.

Notes & References:

1. Out of the schools/Institutions surveyed by me are well known and are located at Nainital, Mussoorie, Delhi, Hyderabad etc.
2. The standard of class ten Hindi is almost equal to the standard of U.P Board. The students have very good knowledge of Hindi language. They are well versed in the language besides rasas, chhandas, alankaras, muhavaras etc.
3. For teaching Hindi, a limited time is allotted in the sense that in few schools six periods of fifty minutes or 40 hours per year are allotted, and in other few schools and Institutes, the allotted time depends upon the standard of Hindi, eg. in a pure Hindi teaching Institutes whole time has



been given for teaching different types and forms of Hindi.

4. The teachers in these types of school/Institutions are trained that is, they have the degree of graduation or post graduation with B.Ed. or M.Ed. degree.
5. So many books are used in the schools/Institutions such as for Prose, Poetry, Grammar and others are many types of grammar exercises.
6. Bahri, Hardev, Learner's Hindi English Dictionary, Rajpal & Sons, Kashmere Gate, Delhi, 1981.
7. Stern, H. H. Fundamental Concepts of Language Teaching, Oxford University Press, 1983, pp. 453.
8. Mackey, W. F., Language Teaching Analysis, Longman London, 1965.
9. There are four skills of language teaching. Reading, writing, speaking and listening or understanding. First two skills are passive skills and later two are active skills respectively.
10. Ploëtz's Teaching Grammar, / Fundamental Concepts of Language Teaching, University Press (1983) pp. 453.  

Quote in Stern H. H.
11. Joshi, R.S.P., Hindi Part-I Government of India Press, Ring Road, New Delhi, 1977.

A text book is in use in L.B.S. National Academy of Administration, Mussoorie, for teaching Hindi to the probationers. Its main object is not to teach a language with all the rigour but to

help the young probationers to express their thoughts and feelings with ease, both orally and in writing.

12. Cooper, 1970, quoted in Singh, A.B. 'Introduction' Anya Bhasha Shikshana Ke Kuch Paksh, Central Hindi Institute, Agra, 1983, p. 40.
13. Anguilar, O.L.C. Lectures in Linguistics, Deccan College, Poona. 1954, pp. 106-7.
14. Bloomfield, Leonard, 'Language' Holt Rinehart and Winston Inc. New York, 1933, pp. 505.
15. Allen, Pitcorder,
16. Given interview is from classroom lesson tape, which in practice at NAA Mussoorie.
17. Tape lesson is from the practical book of NAA Mussoorie.
18. Exercises taken from Master Tape lesson, NAA Mussoorie.
19. The exercises are taken from Master tape lesson of CHI, Agra Language Laboratory.
20. Carroll, 1966, quoted from Stern H.H. Fundamental Concepts of Language Teaching, 1983.
21. Moulton, 1963, quoted in Stern H.H. Fundamental Concepts of Language Teaching, 1983.
22. Telecast through Dur Darshan Kendra, Delhi.

#### CHAPTER FOUR: EVALUATION OF THE METHODS AND CONCLUSION

#### CHAPTER - FOUR: EVALUATION OF THE METHODS AND CONCLUSION.

Now we take up the question that how far these methods are applied and to what extent they are successful. Linguistics and Psychological disciplines are very useful in language teaching. Language teaching process is very complex one in which choice of language teaching method, syllabus design, teaching material development are involved. The language/<sup>teaching</sup>is so important that it requires intelligence, training, language command, experience etc. That is why the teaching of a language, specially Hindi as a second or foreign language, can be taken as a process. Teaching or learning of language requires the services of a teacher. The policy and aims of the language teaching play an important role. The sociolinguistic situation of the country provide proper opportunity for learning the language. The choice of language teaching method depends upon several factors - Age, stage of proficiency, education aim, learner's involvement for second or foreign language. The second or foreign language situation exists where the language has special status in the community. Hindi occupies this position due to its historical position, as an official language recognized in the Indian Constitution (Article 343 to 351).

When it is learnt as foreign language, external circumstances are also important. In order to judge a particular method, we have to see whether it fulfils certain criteria - which meets internal (linguistic,

psychological, pedagogical etc.) and external criteria (eg.; Socio-economic requirements in country):

#### 4.1: Principles of Language Teaching

There are some fundamental principles, which are very important in the teaching of second or foreign language. These principles provide us with necessary insights into the structures of language and problems of teaching in real life situation. The following are some important principles as listed by Lado;

1. Speech before Writing: Teach listening and speaking first, reading and writing next. Writing does not represent intonation rhythm, stress and juncture.
2. Patterns as Habits: Establish the patterns as habits through pattern practice. Knowing words, individual sentences, and/or rules of grammar does not constitute knowing the language. Talking about the language is not knowing it. The linguists, the grammarians and the critics talk and write about the language; the student must learn to use it.
3. Vocabulary Control: Keep the vocabulary load to a minimum while the students are mastering the sounds and the grammatical patterns. Hold the vocabulary load at first to the words needed to manipulate the patterns or illustrate the sounds and contrasts.
4. Teaching (Solving) the Problems: Problems are those

units and patterns that show structural differences between the first language and the second based on contrastive linguistics.

5. Graded Patterns: Teach the patterns gradually in cumulative graded steps. To teach a language is to impart a new system of complex habits and habits are acquired slowly.

6. Practice: The student must be engaged in practice during most of the learning time.

All the above principles are very helpful in teaching or learning a second or foreign language, because the language teaching methods are based on generally these principles. For example, Lado's first principle 'speech before writing' is the foundation of modern audio-lingual method. According to this method, the language is speech, as such first teach speaking through practice the basic sentence structures of the language. Writing skill comes after speaking. The third principle: vocabulary control is also under lies the grammar-translation method. Mostly this method is based on the above discussed principle. The teacher must try to expand the vocabulary of learners to adequate levels and teach them specialized vocabularies, when the basic structure has been mastered. No one knows all the words of the Hindi language, so teach them (learners) limited vocabulary which are related to his own working.

The contrastive method and error analysis is based on Lado's principle of teaching the problem. In this method the Hindi language teachers point out the dissimilarities between the Hindi and the source language. First teach those words which are easy and resemble those of the source language in form, meaning and distribution, and then those words which have specific problems and are difficult to master. During the time of teaching Hindi the graded patterns are very useful. Start teaching with sentences, not words, and order the sequence of materials on the basis of sentence patterns. After this introduce sub-sentence elements, such as parts of speech, structure words, and modification structures, in connection with full sentences. Here, necessary attention is paid in order to add new elements or patterns to the previous ones and practice it again and again. For the method for teaching Hindi as a second or foreign language, Wilga Rivers's (1964) principles seem more relevant to us, in view of various methods being used for HLT at different Institutions and Schools. Basically his 'principles' are not principles as such, but they are rather assumptions, on which modern linguistics is based. Rivers has made use of these assumptions in teaching Hindi as a second or foreign language. These are as follows:

1. Language is speech not writing.
2. Language is a set of habits.
3. Languages are primarily different from each other.

4. Teach the language and not about the language.
5. A language is what its native speakers say not what some one thinks they ought to say.

Most of these principles are discussed above.

Bloomfield and Sapir's distinction i.e. prescriptive verses descriptive approach to language are useful in language teaching. River describes it as principles of language teaching. In HLT, there are some methods through which the teacher always teaches about the structure of language and grammar rules. This is not right. The main aim of HLT is to teach how the language is used in conversation and to develop the competence in the learners. Next distinction is based on the intuition of the native speakers verses what the language ought to be the languages are more different than similar, so, each language has its own structural characteristics.

#### 4.2: Introduction:

An attempt has been made, here to evaluate the degrees of success of various methods for HLT, as a second or foreign language. The first section involves a tabulation of characteristics, relevant to HLT, instructions. I have also tried to analyse various language teaching methods along with different variables.

##### 4.2.1: Evaluation of the Methods:

The teaching of the Hindi language in many



Institutions and schools as second or foreign language has recently emphasized Hindi as a medium of communication. In a few modern schools and Institutions, there is a shift in teaching methods for Hindi from G-T method to A-L method. Now-a-days listening comprehension and speaking are taught from the beginning, reading and writing are frequently delayed for a number of weeks. The basic aim of this chapter is to analyse the relative effectiveness in the use of G-T method verses A-L method in HLT as a second or foreign language.

Firstly an attempt has been made to evaluate different teaching methods, being employed for HLT as a second or foreign language, in modern schools and Institutions. That's why I have collected the responses of one hundred and eight teachers, who teach Hindi in different schools and Institutions. Various methods have been suggested and demonstrated by the teachers for teaching Hindi as a second or foreign language. However, not any particular method has been found to be sufficient in itself for all pupils, all situations or all purposes. The responses of the teachers to the question, 'What method do you follow while teaching Hindi ?' reveal the trend with respect of the teaching method employed in the classroom.

Method	Total No. of teacher	No. of Teachers follow a particular method	%
(a) G-T Method	108	36	33.3
(b) Reading Method	108	24	22.7
(c) Direct Method	108	21	19.5
(d) A-L Method	108	21	19.5
(e) Other Method	108	6	5.1
<u>Combinations:</u>			
(i) a + b	108	27	25.0
(ii) a + c	108	27	25.0
(iii) b + c	108	6	5.56
(iv) a + c	108	3	2.78
(v) b + d	108	6	5.56
(vi) c + d	108	3	2.78
(vii) a + d	108	8	7.41
(viii) Any other	108	-	-
(ix) All of the above	108	21	19.54
(x) Not Mentioned	108	7	6.48

Table 1: Responses of Teachers in Hindi in Respect of  
Choosing the Method of Teaching in the  
Classroom situation.

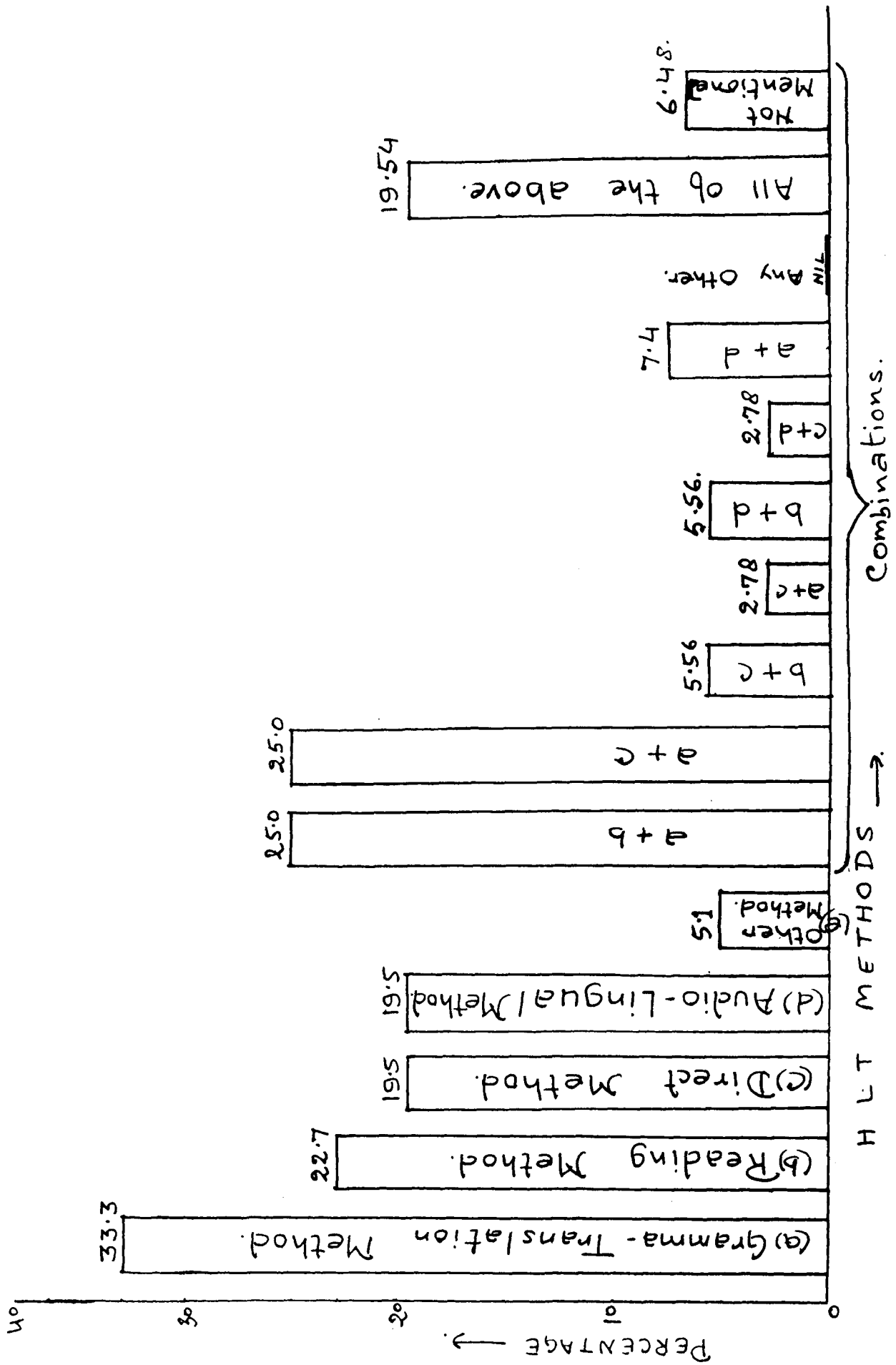


Fig. 6: Use of HLT Methods

The above tabulation points out that teachers really follow the traditional G-T method despite its limitations. As we all know that India is a developing country, because of this, the use of G-T method is very much high in general and particularly in teaching Hindi as a second or foreign language, because this method is very economical. However, the other methods are also used in classroom teaching i.e. reading method and direct method <sup>order</sup>. The reading method comes next in the ~~of~~ of percentage, I think that this method is very much easy for both learners as well as to the teachers. Teacher comes in the classroom and asks to open the books and students of the class read each para of the lesson, one by one. Whenever teacher feels that here the students are not able to understand then he/she explains the things and goes further to reading.

As I have already mentioned that India is a developing country, so most of the schools and Institutions do not have facilities of language laboratories, models charts etc. That's why I think the percentage of using direct method and A-L method is very low.

Most of the teacher said that not any particular method is useful for teaching Hindi as a second or foreign language, that's why they generally use the combination of two or more methods for HLT according to the needs.

#### 4.2.2: Effectiveness of Teaching:

On the basis of the responses given by the teachers, effectiveness of HLT methods can be tabulated as follows:

S1. No.	Methods	Comments on the effectiveness
1.	G-T Method	Clear understanding. Removes undue fear, creates confidence, builds foundation of language, having deep insight, language learning easy and interesting.
2.	Direct Method	More effective, save time, get best results and responses.
3.	A-L Method	Can be repeated again and again.
4.	Direct + G-T Method	Able to concentrate, students can learn in any medium.
5.	G-T + A-L Method	To understand correctly.
6.	Reading Method	Learn Hindi Easily
7.	Questioning Method	More attentive
8.	Demonstration Method	Can be explain theoretical and practical aspect, understand better.
9.	Combination of Methods	Students feel interesting.

Table 2: Effectiveness of HLT Method:

4.2.3: Basis of Effectiveness:

I personally contracted the teachers to find out the effectiveness of HLT method, i.e. on the basis of result, responses, general conversation of any other form. The following responses are given by the teachers of different HLT schools and Institutions.

In the response of this question, the highest percentage is of on the basis of response in the classroom then on the basis of conversation and then result as shown by the bar diagram.

Sl. No.	The Effectiveness of Teaching Methods	Total No. of Teacher	Response of the Teachers (No.)	%
1.	On the basis of Result	108	21	19.4
2.	On the basis of Response	108	54	50.2
3.	On the basis of general conversation	108	27	25.0
4.	<u>Any Other</u>			
	(i) a + b	108	3	2.7
	(ii) a + b + c	108	3	2.7

Table 3: Basis of Effectiveness of HLT Methods.

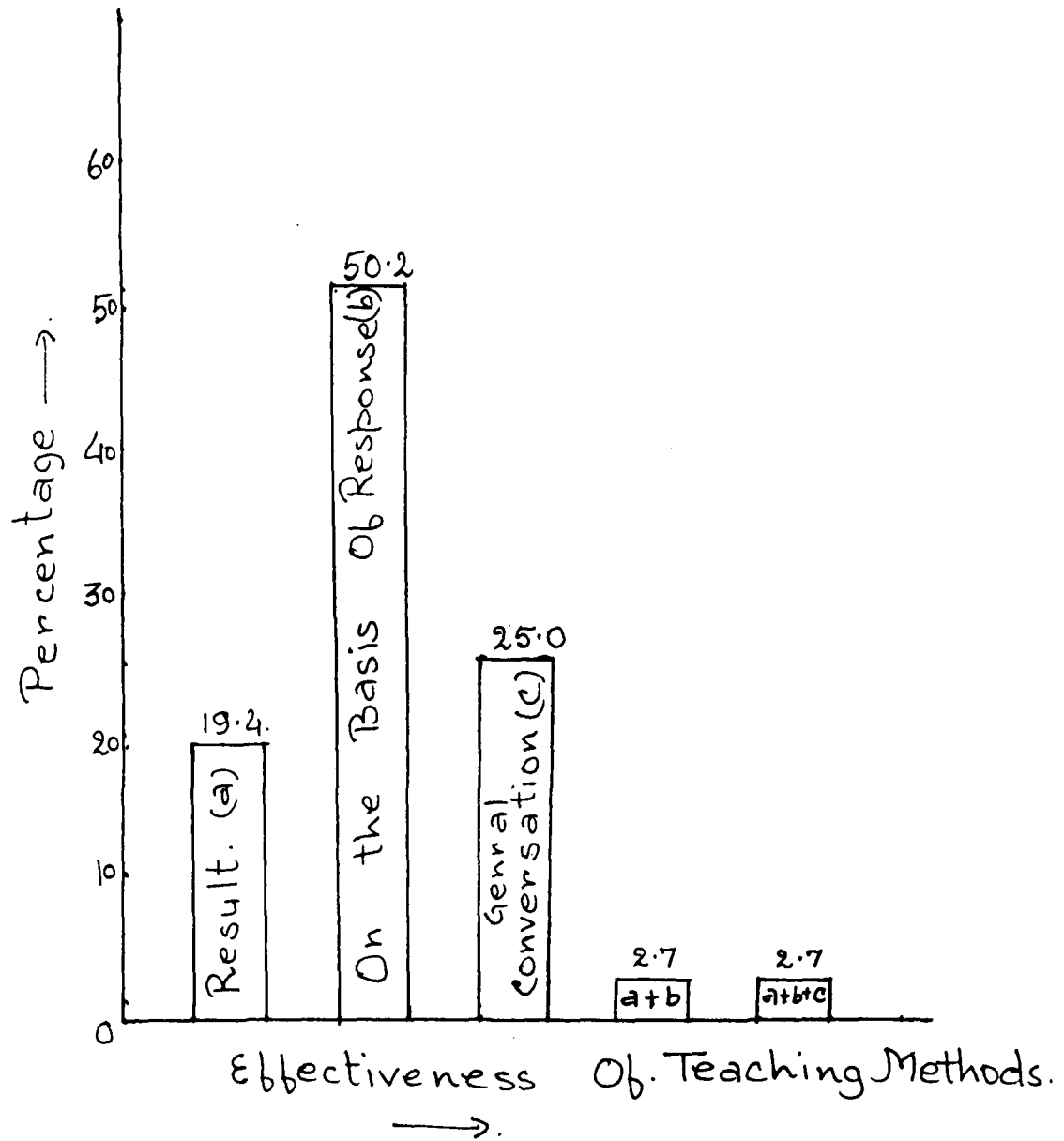


Fig. 7: Basis of Effectiveness

#### 4.2.4: Evaluation of Teaching Base Material:

In these schools and Institutions the teachers use some base material for HLT in the classroom, either they use G-T Method or A-L method or any other method. The response of the teacher to the question 'Is there any base material i.e. supplementary or any other, which you use or prefer in classroom teaching? The responses can be classified in the following table:

Sl. Base Material No.	Total No. of Teachers	Response of the Teachers (No.)	%
a. Text book	108	42	38.8
b. Exercise workbook	108	9	8.3
c. Supplementary	108	-	-
d. Any other	108	-	-
e. <u>Combinations of:</u>			
(i) a + b	108	24	22.2
(ii) a + c	108	12	11.4
(iii) b + c	108	3	2.7
(iv) a + b + c	108	15	13.8
(v) a + b + d	108	3	2.8

Table 4: Base Material Used for HLT.

Different types of base materials are used for HLT as shown by the table. Very clear picture is also shown by the following bar-figure.



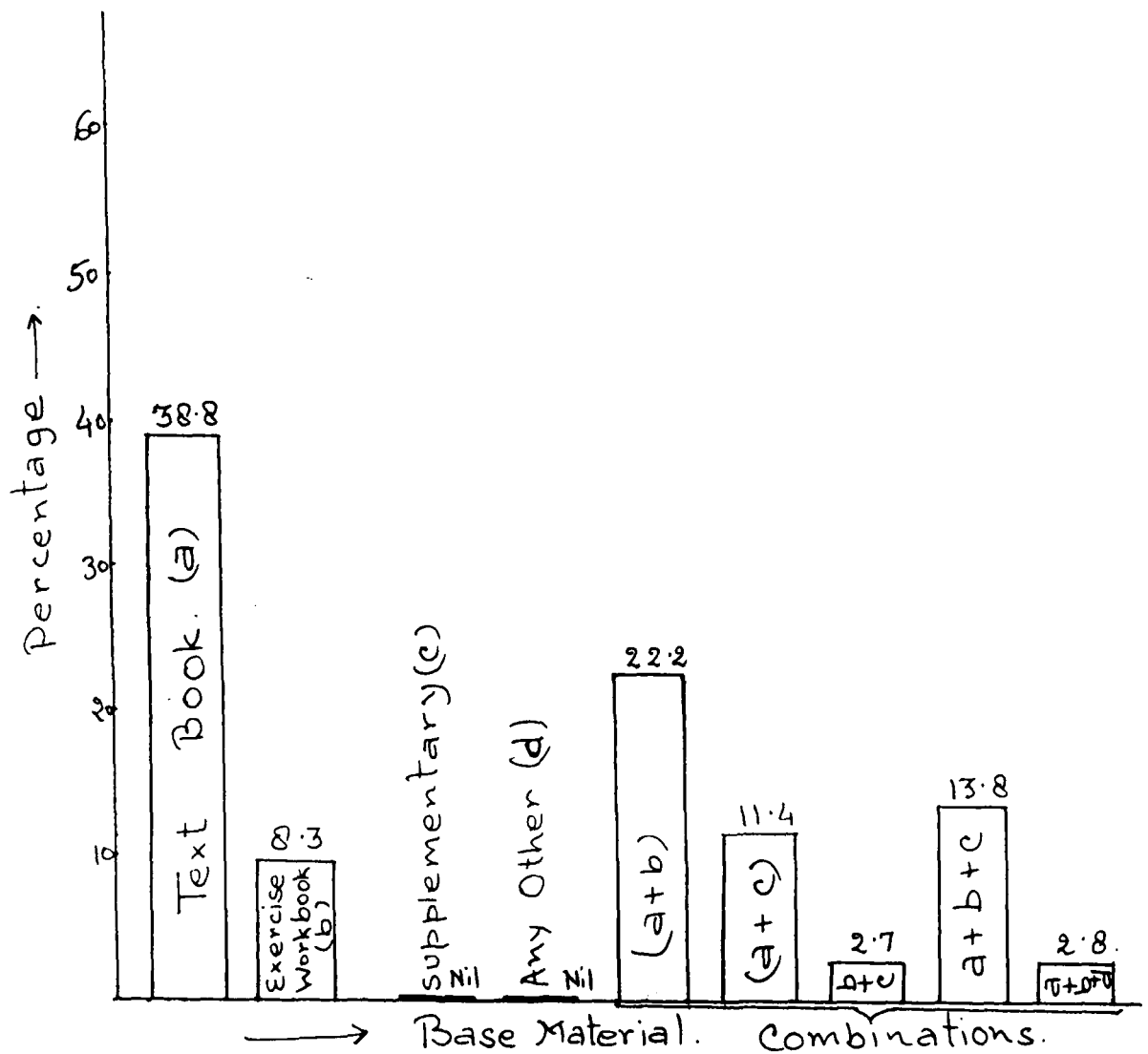


Fig. 8: Base Material Used for HLT.

that the use of textbook for HLT is very high as shown by the diagram and the supplementary workbook or any other materials are never used individually. These are always in practice with the combination of other methods.

The textbooks, generally used, are comprised of the following types of contents: Socio-economic; cultural; ~~directive~~ principles; secularism, equality, liberty, fraternity etc; nationalism, political consciousness and national awareness; mystory of life, impact of luck and labour on human life; content on romanticism and current of Bhakti towards God etc. Mostly the text books include the exercises at the end of the each lesson and the exercises for the terminal review or examination. As such the exercises are used by each and every teacher. This <sup>from table no. 4.</sup> Usually the supplementary material is apparent/ if at all it is there used as a reading <sup>al</sup> material except in audio-lingual method, where the laboratory material in drilling is prepared. We should call it a type of text book material.

#### 4.2.5: Evaluation of the Relation Between G-T Method and A-L Method

The HLT teachers can be classified on the basis of the methods they use. The first group belongs to G-T method and the other one is all A-L Method. I asked the teachers the question about G-T method and another about A-L method based on five point scale responses. After that I allotted various ranks for each answer and then calculate the correlation between the groups, i.e. G-T method users and A-L method users.

	G-T m	A-L m	$\Sigma^2$	$y^2$	$\Sigma y$	Total No. of Teachers N
Total Ranks	444	330	77	86	42	1
Mean	4.11	3.05				8

$$\begin{aligned}
 \text{Pearson 'r'} &= \frac{\sum xy}{N} - \frac{\sum x \cdot \sum y}{N^2} \\
 &= \frac{\sum xy - \frac{\sum x \cdot \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}} \\
 &= \frac{.38 - .00}{(.836)(.88)} \\
 &= \frac{0.38 - .00}{.74} \\
 &= .51
 \end{aligned}$$

Ans. - 'r' = .51

By the above calculation, it is clear that both the methods have significant difference at the .01 level of confidence.

Calculation of the 't' value, also support this:-

$$\begin{aligned}
 't' &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 N_2}\right)}} \\
 &= 8.83 \\
 \text{Degree of freedom} &= (N_1 - 1) + (N_2 - 1) \\
 &= 214.
 \end{aligned}$$

The degree of freedom 214 at .01 level of confidence the value is 2.60 which is very significant difference found between the two groups. It is therefore clear that teachers havily follow the traditional G-T method despite its limitation, instead of the A-L method. No doubt, that a teacher lays emphasis on A-L method of HLT, however, the course contents as outlined by the government institutions do not leave any margin for the

teacher to adopt the A-L method in the HLT in actual classroom situation but to stimulate them to follow the G-T method.

#### 4.2.6: Evaluation of Teaching Skills:

Language teaching means to develop a certain level of communicative competence in learners for different skills namely speaking, understanding, reading and writing. I also asked questions from the teachers, as to what they think about the order of preferences of these skills. On the basis of their responses, I have tried to tabulate the various skills and scores. First of all, I have allotted the ranks to these skills i.e. reading = 1, writing = 2, speaking = 3, and understanding = 4 then I have calculated their total ranks value, mean rank, standard deviation, Mean choice, P-value, z-value, Mean choice, z' value.

	Speaking	Understanding	Reading	Writing
Sum of Ranks	270	288	216	297
Mean Rank	2.50	2.67	2.00	2.75
Standard Deviation	1.14	1.00	1.02	1.13
Mean Choice N-MR	1.50	1.33	2.00	1.25
P-Value Mc/N-1	.50	.44	0.66	.41
Z-Value (Through Table)	.00	-.15	.41	-.23
Mean Choice' Mc + .5	2.00	1.83	2.50	1.75
Z' Value Mc/N	.50	.45	.62	.43
Number of Teachers = 108				

Table 6: Rank order of four skills of Hindi as a second/foreign Language conducted on Hundred and Eight Hindi Language Teachers.

As a result of this evaluation according to traditional approach, the lesson is introduced with the teaching of alphabet, i.e. with the acquisition of writing skill rather than that of an A-L method on the listening and speaking skills. This is unnatural and psychopedagogically unsound. Writing is followed by reading and reading by speaking. According to psychopedagogically sound approach, the order is listening before speaking, listening and speaking before reading, listening speaking and reading before writing. The recent development of teaching the primary skills of language through sound, then sight, imitation and mimicry are at present totally absent from the classroom and hence, we observe psychologically unsound procedures of HLT as a second or foreign language. The structural approach, the patterns practice, emphasis on phonetics of the Hindi language are completely lost sight of speaking the language in the classroom situation either on the part of the teacher, or the taught, has been limited only in the form of individual words. Thus the whole sequence of teaching the skills of Hindi is psychologically unsound and is dominated by formal grammar right from the beginning of a course.

#### 4.2.7: Evaluation of Using Teaching Aids:

Most of the teachers reported that they generally do not use teaching aids. It is also shown by the given table:

Use any Teaching aid	Total No. of teachers	Response of the Teachers (No.)	%
yes	108	51	47.22
No.	108	57	52.78

Table 7: Use of Teaching Aids in Classroom Teaching.

By the above data evaluation, it is apparent that morethan fifty percent i.e. 53% teachers do not use any type of teaching aids like pictures, models, film strips, slides etc. Other 47% teachers use these types of teaching aids. These teaching aids have a very strong relationship with HLT methods. These aids can be tabulated as follows:

Types of Teaching Aids	Total No.of Teachers	Option choose by Teachers (No.)	%
(a) Pictures/Models	51	12	23.5
(b) Film Strips	51	3	5.8
(c) Language Laboratory	51	12	23.5
(d) Radio & Tape Recorder	51	-	-
(e) Transperency	51	-	-
(f) <u>Combination of</u>			
(i) a + b	51	3	5.8
(ii) a + b + c	51	3	5.8
(iii) a + c + e	51	3	5.8
(iv) a + d	51	9	18.2
(v) a + d + g	51	3	5.8
(g) Any other	51	3	5.8

Table 8: Teaching Aids Used for HLT

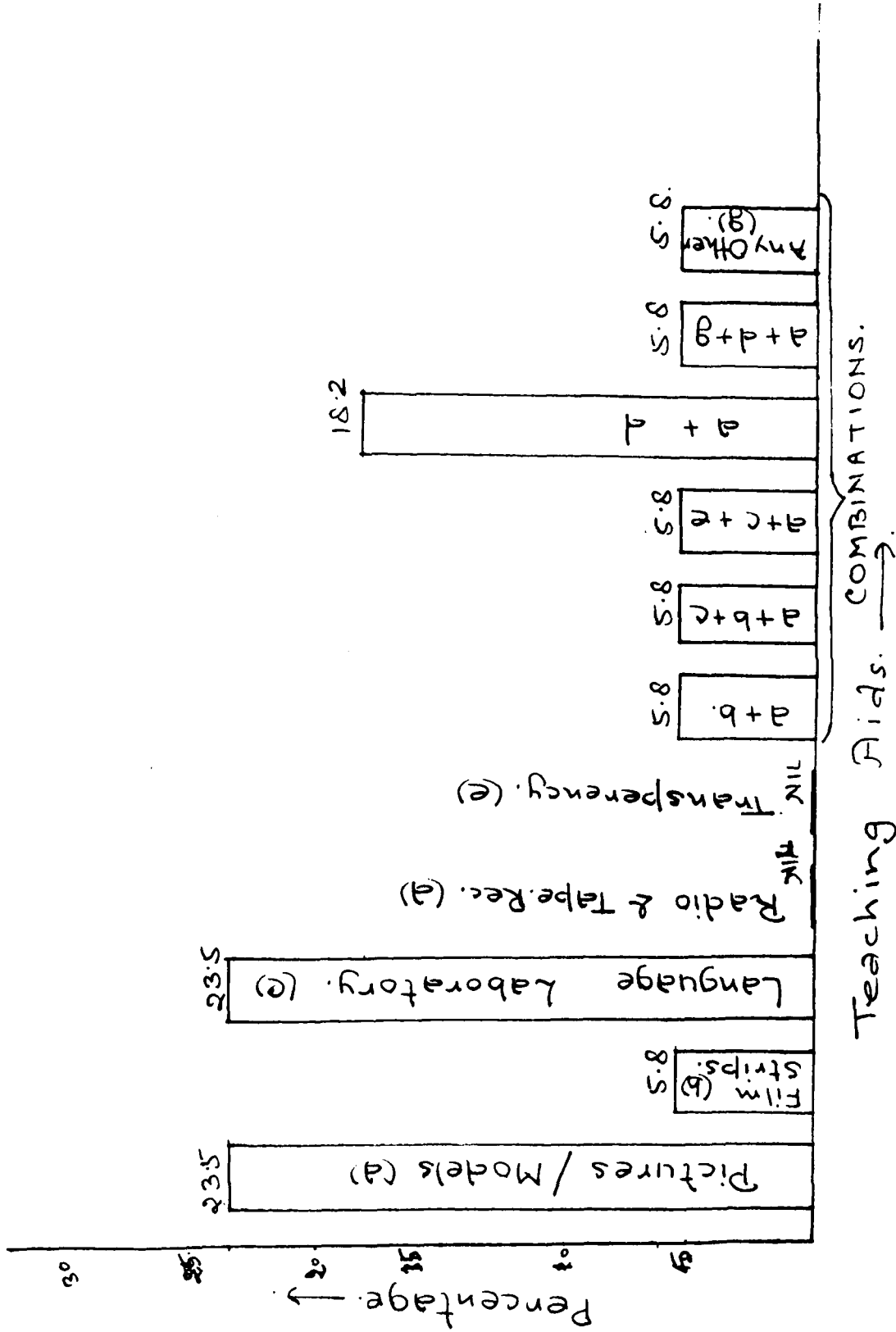


Fig. 9: Teaching Aids Used for HLT

The bar-diagram of above table is as follows.

The bar of pictures and models and language laboratory is equal. There is no use of radio, tape, transparency in HLT individually. It is mostly in use with the combination of other teaching aids.

It is clear from the above table that the teachers, who use any type of teaching aids, use generally pictures or models, language laboratory or mostly use both pictures/ models and radio, Tape recorders etc. These teaching aids are supplementary aids used in classroom teaching. It is however, beyond doubt that with the help of such teaching aids an effective teaching and adequate teaching is possible. Its extensive use in the Institutions and Schools for language teaching has amply proved that these aids accelerate the learning rate. It helps in training the ear and tongue both.

#### 4.3: Evaluation of Relationship between Methods and Time:

There is a strong relationship between the time and methods, i.e. teaching through a particular method how much time devoted for practice by which the method can become effective. It is also necessary to analyse and study the progress of HL learners by different methods keeping the time constant. Various methods have shown a significant influence on the progress of the learners on one hand and the time devoted on the other.



Method	Time Devoted in Full Session in Hours	Result %
G-T Method	60	65.7
A-L Method	60	60.4
G-T Method + A-L Method	60	71.5

Table 9: Relationship Between Method, Time and Result

From the above table, it is very much clear that time factor is very much important and related with progress by G-T Method, A-L Method and both combined. By the above table, it also appear that teaching by combination of G-T method and A-L method consumes lesser time and give best results than using either of these individually. The G-T Methods, when individually used consumes lesser time than A-L method in Indian situation for HLT as a second or foreign language. However, the progress shown by various methods are given in the above table.

#### 4.4: Evaluation of HLT Teaching

There is very great connection between teacher and HLT methods. In other way we can say that, the method either it is G-T method or A-L method or any other method, its effectiveness is depends upon the teacher and their credentials, that is how they use a particular method in the classroom ? The teacher, who is teaching Hindi as a second or foreign language must have some specific

qualities, i.e. the teacher must display a cooperating and non-discouraging personality, he must have an adequate command of the Hindi language. First of all, I asked the question that 'Are you teaching Hindi language, either as a second language or an foreign language in your Institution/School ?' Their responses are given in the following table:

Teaching Hindi as a	Total No. of Teachers	Responses of the Teachers (No.)	%
Second Language	108	87	80.6
Foreign Language	108	12	11.1
Second and Foreign Language	108	9	8.3

Table 10: HLT as Second or Foreign Language

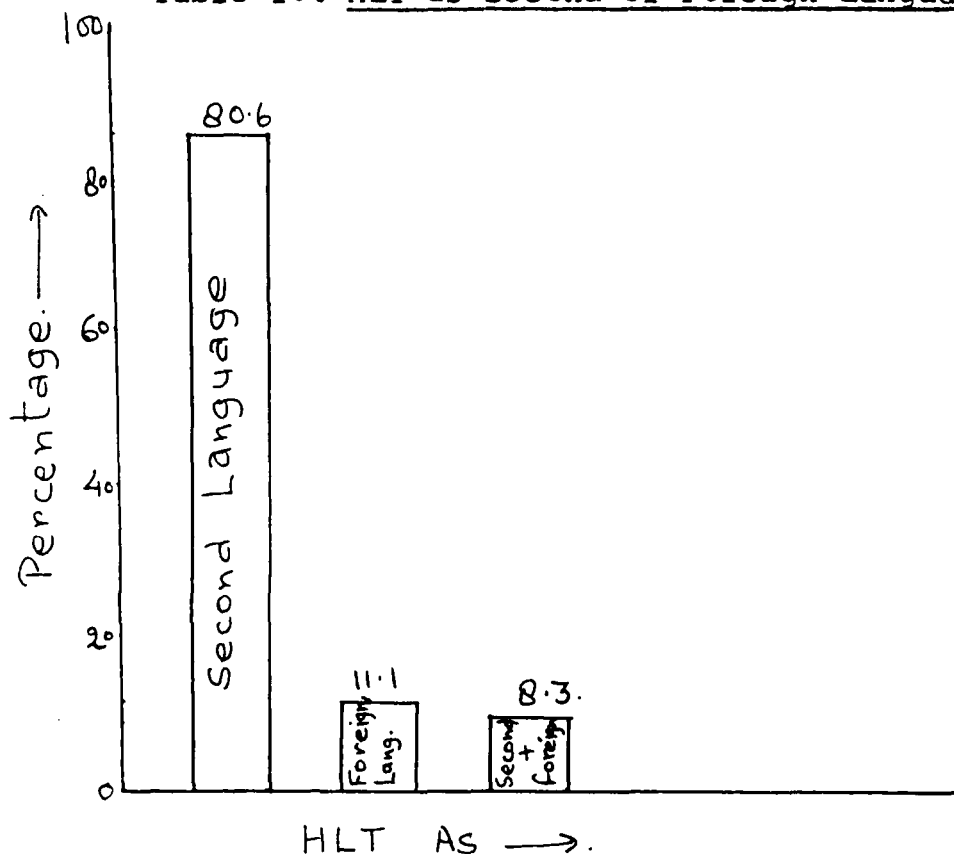


Fig. 10: HLT as Second or Foreign Language

The above table shows the highest percentage of HLT as a second language then foreign and the lowest percentage is of those teachers who teach Hindi, both as a second and foreign language, as it is also clear by the diagram. The reason of this result, as I think may be, Hindi is not only the official language of India but it has certain other advantages due to which the number of persons interested in learning Hindi is overwhelming. It is therefore very high as compared to the learners of Hindi as a foreign language. In India, here are many Institutions and schools which are only for foreigners but the percentage of foreign language learners in India are very low.

I also asked some very much relevant questions to HLT teachers, from the point of view of evaluating the responses of teachers. But, regretfully, could not get enough data for evaluation of those questions. For examples the responses of the question that "which is most useful for HLT purpose, either books or journals ?". are books. Most of the average teachers generally accept the books because in their schools, or Institutions, the journals are not available because of lack of financially weak condition.

The next question to the teachers in that "Have you ever been to any other similar Institution for observing teaching methods or do you join any refresher course specially for HLT. The response of this question of most of the teachers are in the negative form. Some of the teachers, who<sup>are</sup> associated with Central Institution

are generally use to go here and there and join some refresher courses on Hindi language teaching and also observes teaching methods and its effectiveness in other schools and Institution.

My other question is that "have you attended any seminar/workshop on teaching methods ?" The responses of this question are also very much similar to the above questions. That's why I am not in situation to predict any thing on the bases of above data.

#### 4.5: Ideal Process of HLT:

The ideal situation and process of HLT as a second or foreign, to the beginners can be illustrated diagrammatically in the following diagram. According to this diagram the HLT beginners course should be of ten months. The ten months time is divided into three parts, i.e. classroom teaching theory, language Laboratory teaching (practical) and self-learning (revision or to remember the learnt things). The classroom teaching, i.e. theory of Hindi language should be taught by instructional material such as textbooks, readers, grammars and workbooks etc. The instructional material, is must for understanding the grounds of Hindi language grammar.

The next part, which should be devoted for practical class, is for language laboratory teaching. As I stated earlier in second part of third chapter that language laboratories are of two types in different Institutions and schools, i.e. wired and wireless. Both types of language laboratories are used for drilling the

BEGINNERS COURSE PROCESSING FOR HLT

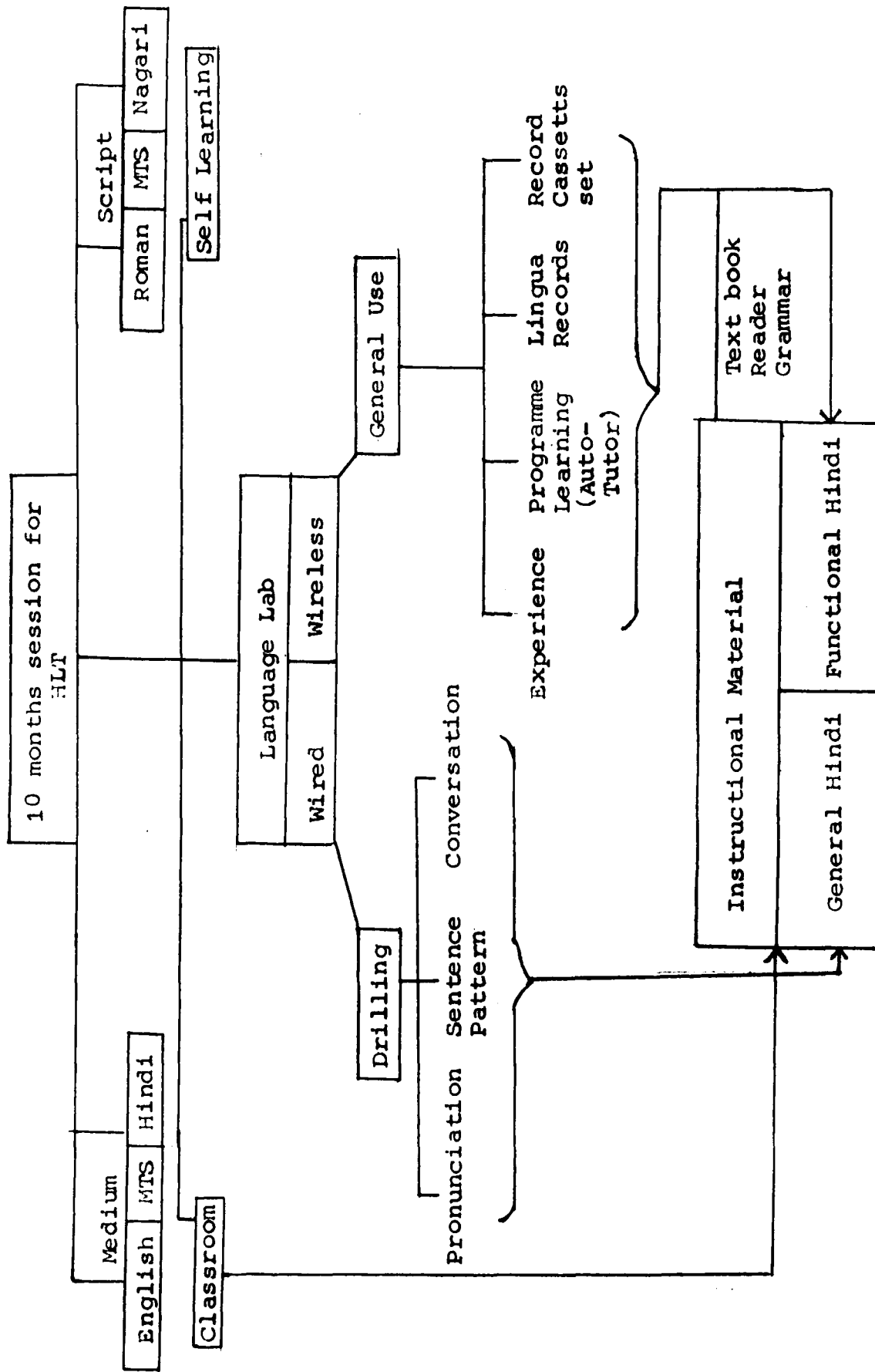


Fig. 11: Beginners Course Processing for HLT

various types of exercises and set patterns of sentence structures which are frequently in practice for general use. Drilling includes the pronunciation of sentence patterns, conversational exercises and deals the general Hindi, the most important part of Hindi language i.e. the grammatical view. Another essential part of HLT practical class should be the general use of the language, which covers the functional view of Hindi. On the basis of experience, programmed learning i.e. auto-tutor, lingua-records and record cassette sets. It is then notional process, which covers both parts of HLT, i.e. grammatical part and also functional part of the Hindi language, this type of process should be possible only in that situation when Hindi language teachers use both grammar-translation and audio-lingual method of language teaching. Those Hindi language teachers, who follow this process, must achieve the success over Hindi teaching and students will also have sound knowledge for better use of Hindi language.

#### 4.6: Conclusion:

There are various methods for HLT in use at different Hindi teaching Institutions and schools. Even at present the G-T method for HLT is in practice in most of the schools and Institutions. Audio-lingual method is also in use in some modern schools and Institution. Besides these, other methods such as direct method, reading method, cognitive code method and combinations of

these methods are also in practice. Most of the Hindi language teachers use combinations of the methods because these are very useful and effective in comparison with using any method individually. It is also evident from our statistical analysis of the available data. We note it is practically true that audio-lingually taught students were superior to the traditionally taught students in listening comprehension and speaking but inferior to them in reading and writing. It would seem therefore that the primacy of speech is best justified as an assumption when spoken skills are the primary goals of instruction.

Still we can make humble suggestions to improve further where the teaching is already good and make substantial difference where teaching is not upto mark.

The design of syllabus is a task about which, much has been written, especially in two respects: Selection and grading, i.e., the choice of items to be included and the ordering of these items in a particular sequence. It should be graded in such a way that one step could automatically prepare a background for and lead to the next one. The syllabus for HLT as a second or foreign language being used are linguistic, situational and semantic syllabi.

New developments in syllabus construction are having the effect of contributing to HLT some insights also from psycholinguistics and sociolinguistics. According to needs of the time the syllabus should be revised constantly.

The syllabus should be designed in such a way that after completing Hindi course, the beginners have a fair working knowledge of Hindi language, i.e. the students will acquire the following language skills:

1. acquaintance with the basic structural patterns of Hindi; all fundamental grammatical devices of Hindi and about 2000 basic Hindi words.
2. ability to understand simple stories descriptions, conversations, speeches etc.
3. ability to express orally in day-to-day situations like market, hospital postoffice etc.
4. ability to read and understand Hindi, written in simple language.
5. ability to write simple Hindi.

The teaching material need to be realistic capable of being used by the teachers and students. The teaching material should be cheap enough to be available; relevant: to particular point in the learner's progress, to his aims; interesting: on varied on topics of interest to the learner, intellectually satisfying; encouraging; having the quality of making the learner feel he is making progress.

The general effectiveness of HLT is heavily dependent on the nature and quality of the training which teachers undergo before entering their professions. There are various types of teacher training courses according to their aims. As far as possible, trained, experienced and sincere, Hindi native teacher should be assigned the



teaching of elementary classes and such teachers should enjoy equal status as to the secondary school Hindi teachers. By this process, the establishment would provide proper encouragement, status and moral support to the teachers.

The Hindi training Institutes should be reoriented in the light of modern <sup>trends</sup> and techniques in teaching-learning and testing Hindi as a second or foreign language. Provision to every Hindi teacher should be made for the training of not only the psychopedagogical aspect of language but also for the science of elements of language, descriptive linguistics as well as the techniques of evaluation procedures. The Union Government should establish more branches of central Institute of Hindi in the non-Hindi speaking states possibly in each state and also in foreign countries, for the training of better teaching personnel and researches in Hindi in relations to the regional and other foreign languages. These Institutions should be equipped with the modern techniques in psycholinguistics, education and evaluation which are necessary for the teaching as a second or foreign language.

Those teachers who are already trained and have good experience of teaching should also join training camps, refresher courses, workshops, seminars for in service teaching personnels, that should be organized to solve the classroom teaching problems.

Relatively more time should be given to oral practice and adequate time should be devoted to the use of language laboratory, and pronunciation drills, It creates

an effective environment of Hindi during classroom situations.

Every Hindi teacher teaching Hindi as a foreign language should teach more or less same form of the standard Hindi. As such special programme should be arranged for Hindi teachers possessing different mother tongues/dialects eg. Bhojpuri, Braj, Bundeli, Marwari etc. or sub-dialects of Hindi language.

Recorded/tape lessons should be prepared in the voice of standard native language speakers.

Thus, we can conclude that though in some of the better Institutions the teaching is done with methods which are quite modern and effective, it will be better if the teachers, or, preferably, the administrative agencies keep closer contacts with researchers in linguistics, educational and psychological fields, to update and refresh the teachers for the regeneration of enthusiasm as well as for updating their information about the methods.

The four types of consumers are very important in the field of foreign language teaching research. The consumers are teachers, teacher-trainers, educational policy makers and authors of instructional materials. The great problem for researchers is that, there is no communication between the researchers and the consumers of research, i.e. How is the researcher going to communicate with the consumer of his research. The one way of communicating the new policies and principles upto the teachers is that some agents of educational policy should be appointed. There must be some meetings among the consumers. The agents should also consider the modern psychological theories of language teaching, i.e. the

audio-lingual theory and cognitive-code learning theory. It can be concluded that though grammar-translation method seems to have an edge over the audio-lingual method, the results based on collected data do not afford any substantial advantage of one method over the other. It can also be concluded, after analysing and evaluating the available data that the audio-lingual group was significantly better in listening and speaking and is not far behind the traditional group in reading and writing.

No wonder that both, traditionally used grammar-translation and modern audio-lingual methods are used frequently, and indeed a combination of both is best for Hindi language teaching.

A P P E N D I X

Appendix No. 1

HINDI LANGUAGE TEACHING METHODS AND THEIR EFFECTIVENESS

Miss Rachna Bhatia  
Department of Linguistics,  
Aligarh Muslim University,  
Aligarh

PART A

1. Name :
2. Qualification :
3. Is Training in Hindi Language :
4. Designation :
5. Experience :
  - a) Teaching : Class / Category
  - b) Research :

PART B

1. Are you teaching Hindi language as a: (Please tick)
  - a) Second Language ( )
  - b) Foreign Language ( )
2. Which particular method do you follow in the class (please tick)
  - a) Grammar-Translation Method ( )
  - b) Reading Method ( )
  - c) Direct Method ( )
  - d) Audio-lingual Method ( )
  - e) Combination of any of the two
    - (i) a & b ( )
    - (ii) a & c ( )
    - (iii) b & c ( )
    - (iv) a & d ( )
    - (v) b & d ( )
    - (vi) c & d ( )

- f) Any other ( )  
g) All of the above ( )

3. Do you think that Grammar-Translation method for language teaching is effective

- a) Strongly agree ( )  
b) Agree ( )  
c) Neither agree nor disagree ( )  
d) Disagree ( )  
e) Strongly disagree ( )

4. Do you think that Audio-Lingual method for classroom language teaching is effective:

- a) Strongly agree ( )  
b) Agree ( )  
c) Neither agree nor disagree ( )  
d) Disagree ( )  
e) Strongly disagree ( )

5. Do you find any particular method of teaching especially effective. If yes, please write which method ?

1. ( )  
2.

6. It is the best method because

7. What are the main components of your method and in what way do you practice it ?

8. Do you think your method of teaching is effective ? If so how ? Please indicate below:

- a) On the basis of the result ( )  
b) On the basis of response ( )

- c) On the basis of general conversation (      )
- d) Any other (      )
9. Is there any base material ?
- a) Text book (      )
- b) Exercise work book (      )
- c) Supplementary (      )
- d) Any other (kindly mention) (      )
10. How much time is given
- a) Per week (      )
- b) Total hours in the course (approximately) (      )
11. Please enumerate the language skills i.e. reading, writing speaking, understanding etc. in order of preference.
- a)
- b)
- c)
- d)
12. Do you take help of any audio-visual aide (Please tick)
- a) yes (      )
- b) No (      )
13. If the answer to the question No. 10 is yes, which of the following audio-visual aid do you use ?
- a) Picture/Model (      )
- b) Film Strips (      )
- c) Language Laboratory (      )
- d) Radio (      )
- e) Slides (      )
- f) Transperency (      )
- g) Any other (      )

14. Do you read any books/journals on Language Teaching ?  
If yes, please write the names.

1.

2.

3.

4.

15. Which is the most useful book/journals ?

16. Have you ever been to any other similar institute for  
observing teaching methods ? Please write name

1.

2.

3.

4.

17. Have you attended any refresher course on teaching methods  
indicate below

Seminar/ workshop/ short-term Institute	Place	Duration
---	-------	----------

1.

2.

3.

18. What techniques and devices do you adopt to put your  
method in practice effectively ?

19. Do you feel any constraints in implementing the method of  
teaching ?

a) Economic	(      )
-------------	----------

b) Social	(      )
-----------	----------

c) Administrative	(      )
-------------------	----------

d) Psychological	(      )
------------------	----------



e) Financial ( )

f) Any other ( )

20. Please give details of the specific constraint/  
constraints.

21. What is the system of testing and evaluating the  
Learner's achievement.

22. Which method you use in the classroom teaching and what  
is your result ?

23. Any important information would you like to mention ?

Signature

Appendix No. 2

Hindi lessons broadcast from non-Hindi stations.

Station	Date from which Hindi lessons started	(i) No. of series broadcast till now and (ii) No. of lessons each series	(i) Date of commencement and (ii) Date of completion of last series
Vijayawada	8.5.66	(i) 15 (ii) 75	(i) 3.6.70 (ii) 31.3.71
Ahmadabad/ Rajkot		(i) & (ii) not given 257 lessons broadcast during 1969. The series of lessons planned for 1969 was completed on 31.10.69	the same lessons were re-broadcast with few changes from 5.1.70 to 31.10.70
Banglore	12.4.70	(i) 19 (ii) 10	(i) 4.1.71 (ii) 15.1.71
Calcutta	7.7.69	(i) 27 (ii) 5	(i) 11.1.71 (ii) 15.1.71
Poona	30.6.69	(i) 18 (ii) 12	(i) 1.1.71 (ii) 15.1.71
Dharwar	2.6.69	(i) 1 (ii) 232	(i) 1.6.70 (ii) End of March 71
Saunati	18.8.69	(i) 2 (ii) 1st series 98 lessons 2nd series 64 lessons	(i) 3.1.71 (ii) 30.4.71
Cuttack	16.2.69	(i) 8 (ii) 66	(i) December, 70 (ii) 28.2.71
Panjab	1.4.70	(i) 3 (ii) 1st series-63 2nd series-64 3rd series-61	the 4th series is being broadcast now.
Imphal	April, 66	(i) 2 (repeated 3 times) (ii) 25	(i) 12.8.70 (ii) 27.1.71
Trivendrum	8.5.66	(i) 3 (ii) 105	(i) 9.7.70 (ii) 11.6.71
Hyderabad	1.4.70	(i) 1 (ii) 125	(i) 1.10.70 (2nd series) (ii) 31.3.71

Appendix No. 3

	GTM $x$	AVM $y$	$x_{(4)}$	$y_{(3)}$	$x^2$	$y^2$	$xy$
1.	4	4	0	1	0	1	0
2.	3	2	-1	-1	1	1	1
3.	4	3	0	0	0	0	0
4.	5	4	1	1	1	1	1
5.	4	4	0	1	0	1	0
6.	4	3	0	0	0	0	0
7.	5	4	1	1	1	1	1
8.	4	2	0	-1	0	1	0
9.	5	2	1	-1	1	1	-1
10.	4	3	0	0	0	0	0
11.	4	3	0	0	0	0	0
12.	4	3	0	0	0	0	0
13.	5	4	1	1	1	1	1
14.	5	4	1	1	1	1	1
15.	4	4	0	1	0	1	0
16.	3	2	-1	-1	1	1	1
17.	2	2	-2	-1	4	1	2
18.	4	1	0	-2	0	4	0
19.	4	3	0	0	0	0	0
20.	5	4	1	1	1	1	1
21.	5	4	1	1	1	1	1
22.	5	3	1	0	1	0	0
23.	4	3	0	0	0	0	0
24.	5	4	1	1	1	1	1
25.	4	3	0	0	0	0	0
26.	3	1	-1	-2	1	4	2
27.	4	2	0	-1	0	1	0
28.	5	4	1	1	1	1	1
29.	5	4	1	1	1	1	1
30.	4	3	0	0	0	0	0
31.	4	3	0	0	0	0	0
32.	3	2	-1	-1	1	1	1
33.	5	3	1	0	1	0	0

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34.	3	4	-1	1	1	1	-1
35.	5	3	0	0	0	0	0
36.	2	4	-2	1	4	1	2
37.	4	4	0	1	0	1	0
38.	3	2	-1	-1	1	1	1
39.	4	3	0	0	0	0	0
40.	5	4	1	1	1	1	1
41.	4	4	0	1	0	1	0
42.	4	3	0	0	0	0	0
43.	5	4	1	1	1	1	1
44.	4	2	0	-1	0	1	0
45.	5	2	1	-1	1	1	-1
46.	4	3	0	0	0	0	0
47.	4	3	0	0	0	0	0
48.	4	3	0	0	0	0	0
49.	5	4	1	1	1	1	1
50.	5	4	1	1	1	1	1
51.	4	4	0	1	0	1	0
52.	3	2	-1	-1	1	1	1
53.	2	2	-2	-1	4	1	2
54.	4	1	0	-2	0	4	0
55.	4	3	0	0	0	0	0
56.	5	4	1	1	1	1	1
57.	5	4	1	1	1	1	1
58.	5	3	1	0	1	0	0
59.	4	3	0	0	0	0	0
60.	5	4	1	1	1	1	1
61.	4	3	0	0	0	0	0
62.	3	1	-1	-2	1	4	2
63.	4	2	0	-1	0	1	0
64.	5	4	1	1	1	1	1
65.	5	4	1	1	1	1	1
66.	4	3	0	0	0	0	0
67.	4	3	0	0	0	0	0
68.	3	2	-1	-1	1	1	1
69.	5	3	1	0	1	0	0
70.	3	4	-1	1	1	1	-1

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71.	5	3	1	0	1	0	0
72.	2	4	-2	1	4	1	-2
73.	4	4	0	1	0	1	0
74.	3	2	-1	-1	1	1	+1
75.	4	3	0	0	0	0	0
76.	5	4	1	1	1	1	1
77.	4	4	0	1	0	1	0
78.	4	3	0	0	0	0	0
79.	5	4	1	1	1	1	1
80.	4	2	0	-1	0	1	0
81.	5	2	1	-1	1	1	-1
82.	4	3	0	0	0	0	0
83.	4	3	0	0	0	0	0
84.	4	3	0	0	0	0	0
85.	5	4	1	1	1	1	1
86.	5	4	1	1	1	1	1
87.	4	4	0	1	0	1	0
88.	3	2	-1	-1	1	1	1
89.	2	2	-2	-1	4	1	2
90.	4	1	0	-2	0	4	0
91.	4	3	0	0	0	0	0
92.	5	4	1	1	1	1	1
93.	5	4	1	1	1	1	1
94.	5	3	1	0	1	0	0
95.	4	3	0	0	0	0	0
96.	5	4	1	1	1	1	1
97.	4	3	0	0	0	0	0
98.	3	1	-1	-2	1	4	2
99.	4	2	0	-1	0	1	0
100.	5	4	1	1	1	1	1
101.	5	4	1	1	1	1	1
102.	4	3	0	0	0	0	0
103.	4	3	0	0	0	0	0
104.	3	2	-1	-1	1	1	1
105.	5	3	1	0	1	0	0
106.	3	4	-1	1	1	1	-1
107.	5	3	1	0	1	0	0
108.	2	3	-2	0	4	0	0
Total	444	330			77	86	+50
Mean	4.11	3.05					-08
					$\sum x^2$	$\sum y^2$	$\sum xy$

Pearson's Correlation Calculation

$$\begin{aligned}\text{Pearson 'r'} &= \frac{\sum xy - Cx \cdot Cy}{\sigma_x \cdot \sigma_y} \\&= \frac{\frac{\sum xy}{N} - (Mx - AMx)(My - AMy)}{\sqrt{\left(\frac{\sum x^2}{N} - (Cx)^2\right)} \sqrt{\left(\frac{\sum y^2}{N} - (Cy)^2\right)}} \\&= \frac{\frac{42}{108} - (4.11 - 4)(3.05 - 3)}{\sqrt{\frac{77}{108} - (.11)^2} \cdot \sqrt{\frac{86}{108} - (.05)^2}} \\&= \frac{.38 - .00}{.74} \\&= .51 \text{ Ans.}\end{aligned}$$

.51 is the value of Pearson's correlation

Appendix No. 4

The Calculation of 't' value

't'

$$= \frac{M_1 - M_2}{\sqrt{\frac{\sum d_1^2 + \sum d_2^2}{N_1 + N_2 - 2} \cdot \frac{N_1 + N_2}{N_1 N_2}}}$$

$$= \frac{4.11 - 3.05}{\sqrt{\frac{77 + 86}{108 + 108 - 2} \cdot \frac{108 + 108}{108 \times 108}}}$$

$$= \frac{1.06}{.12}$$

$$= 8.83$$

Degree of  
Freedom

$$= (N_1 - 1) + (N_2 - 1)$$

$$= (108 - 1) + (108 - 1)$$

$$= 107 + 107$$

$$= 214.$$

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